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ABSTRACT

This is a guide for minority high school students who are considering application to Ivy League and Sister Schools. It begins by offering general advice on which high school classes to take, how to prepare for aptitude tests, extracurricular activities, work experience, and summer vacations. Then, ideas are given on estimating college expenses and raising funds. The next sections introduce the typical curriculum, general academic expectations, and way of life at Ivy League and Sister Schools. Finally, fifteen schools are profiled with an emphasis on the opportunities for minority students available at each school. Schools included are Barnard College, Brown University, Byrn Mawr College, Columbia University, Cornell University, Dartmouth College, Harvard/Radcliffe College, Massachusetts Institute of Technology, Mount Holyoke College, Princeton University, Smith College, University of Pennsylvania, Vassar College, Wellesley College, and Yale University. This section also contains two charts. The first permits a quick comparison of the schools' enrollment, location, and undergraduate curriculum. The second compares the programs of study offered by each school. (KH)

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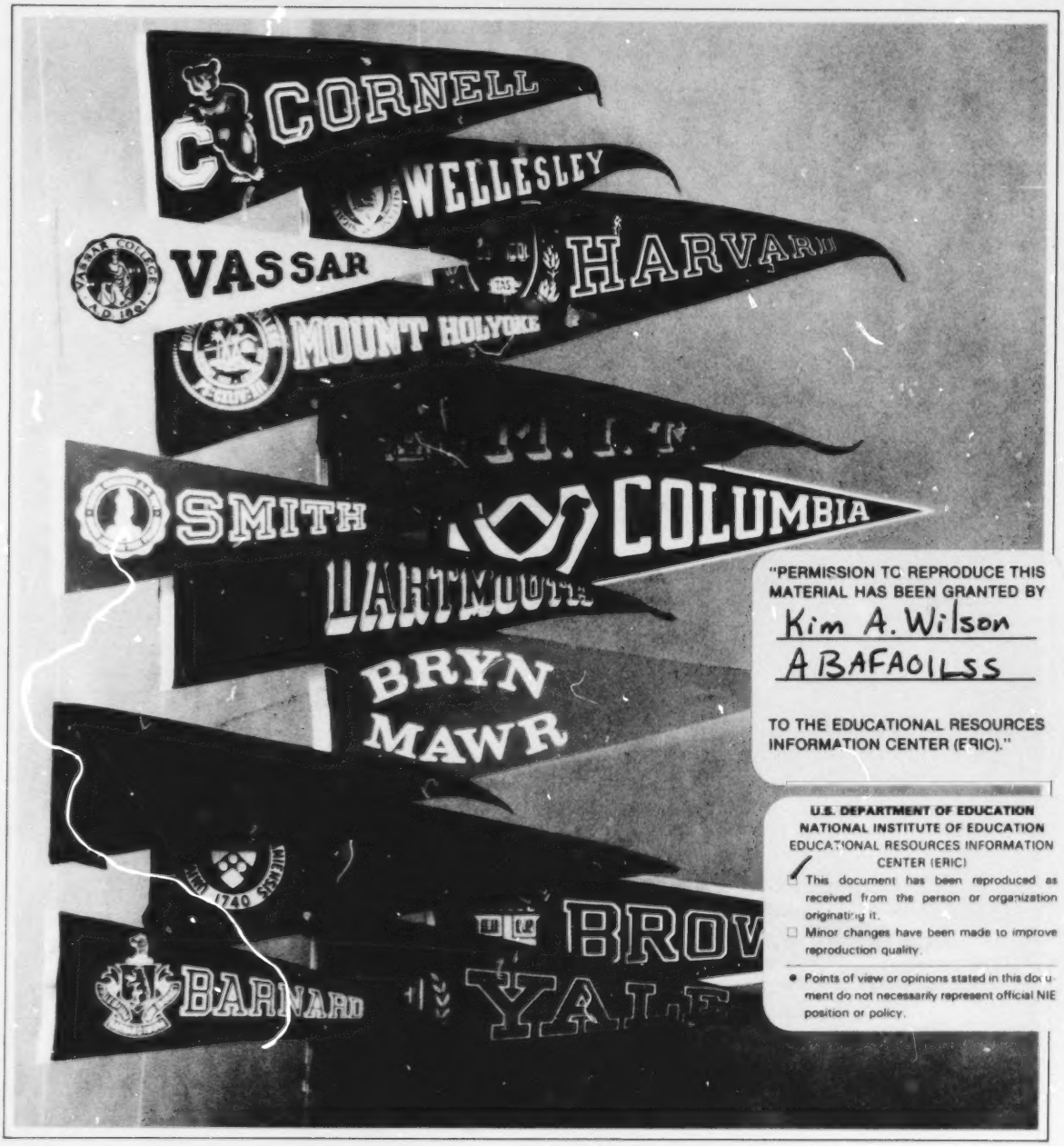
Unequalled Opportunities

A guide for minority students and parents to the Ivy League and Sister Schools



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Some prominent minority graduates of the Ivy League and Sister Colleges

William T. Coleman, Jr.
Attorney, former Secretary of the Department of Transportation of the United States

James A. DePriest
Music director and conductor of the Quebec Symphony Orchestra

Marge Eliot
Stage actress

Samuel David Wooding, Jr.
Pianist-conductor who was among the first Americans to play jazz in Russia and record jazz in Europe

Barbara Scott Prieskel
Senior Vice President and General Attorney, Motion Picture Associates of America

Amalya Kearse
Judge, first woman appointed to the U.S. Court of Appeals

W.E.B. DuBois
Historian, economist, social critic, and author

Gloria Johnson Powell
Psychiatrist

Franklin Thomas
President, The Ford Foundation

Francisco Lorenzo
President and Chief Executive Officer, Texas International Airlines

Langston Hughes
Poet

Jose Cabrandes
U.S. District Court Judge in New Haven (the first Puerto Rican-born federal district judge to serve within the continental U.S.)

James McMillian
Professional basketball player

Ernest Holsendolph
Washington Correspondent, The New York Times

Ronald McNair
Member of NASA's astronaut corps preparing for flight on the U.S. space shuttle

Jennie Patrick Yeboah
First black woman to earn a Ph.D. in chemical engineering in America

Shirley Jackson
Theoretical physicist with Bell Laboratories

Mabel Smythe
Former Ambassador to Cameroon and the Republic of Equatorial Guinea

Jerome Davis
Former Rhodes Scholar, Vice President of the International Division of Chemical Bank

Eleanor Holmes Norton
Professor of Law, former commissioner of Human Rights for the City of New York

Calvin Hill
Professional football player

Walter Fauntroy
U.S. Congressman

Lewis Redding
Attorney (argued historical desegregation case, Brown vs. Board of Education, before the United States Supreme Court in 1954)

Theodore Newman
Chief Judge of the District of Columbia Court of Appeals

Where Are You Going?

It was not until 1832—two hundred years after Africans were brought into slavery in America and nearly a century after the Declaration of Independence had affirmed the equality of all people—that the first Black Americans were admitted to predominately white colleges. Several decades passed before significant numbers of Native Americans, Asian Americans, and Hispanic Americans were offered even token opportunities for a college education. It took another century before America's racial minorities, aided by legislation, court decisions, and a heightened national conscience, finally gained access to most of the nation's colleges and universities.

Fortunately, this chapter of American history is now past. Today, able minority students have an enormous array of opportunities for a college education. Students can choose from over 3,500 colleges and universities in the United States, each with different academic offerings, campus environments, admission criteria, and expectations for its students.

Not surprisingly, the abundance of choice makes selecting a college all the more complicated. Knowing how to prepare for college during the high school years and making sense of all the information about college admission and financial assistance is not easy, even for the best-informed students and parents.

The Association of Black Admissions and Financial Aid Officers of the Ivy League and Sister Schools (ABAFAOILSS), founded in 1970, assists students and parents through the basic steps of college preparation and admission. ABAFAOILSS prepared this publication to provide the essential information you will need to plan for college and to introduce the fifteen schools our members represent.

In the pages that follow we outline what you have to do now and over the remaining years of high school to be well-prepared for college and to have the best possible chance of admission to the Ivy League and Sister Schools. We discuss the items which contribute to the cost of attending the colleges in our group, and describe how we can help you and your family pay for your education. We also explain what our schools offer to our students and what your life might be like on each of our campuses.

If you are a good student and you are interested in attending an excellent college, we believe the Ivy League and Sister Schools are well worth your serious consideration. Not only are they among America's oldest and most respected colleges and universities, but they have also educated many of our nation's leading politicians, educators, scientists, jurists, physicians, artists, writers, community leaders, and business executives.

Their faculties are characterized by men and women who are both talented teachers and first-rate scholars. Their libraries, classrooms, and laboratories are among the finest in the nation. They offer courses in thousands of different subjects and sponsor an enormous range of scholarly and scientific research. They provide an exceptional variety of extracurricular and athletic activities for all students. Most important, the Ivy League and Sister Schools attract many of America's best students.

The Ivy League and Sister Schools prize excellence and strive for the highest quality in their programs, faculty, and students. They actively seek and admit applicants from every racial, religious and ethnic background.

If you have high aspirations and seek a rewarding college experience, the Ivy League and Sister Schools would welcome your interest.

How Do You Begin?

For most students, the path to a first-rate college begins early. If you are interested in attending an Ivy League or Sister School, we advise you to start working and planning—and establishing a good academic record—ideally by the ninth or, at the latest, tenth grade.

Students who present a consistently strong four-year high school record will have the best chance of admission. However, our colleges give consideration to "late bloomers" who do not begin to achieve their true potential until eleventh or twelfth grade.

What You Should Study in High School

Planning begins with the courses you select. An ideal program of study would include English, history, mathematics, science and a foreign language in each of your four high school years, provided your school offers such courses in all four years.

When planning your program of study, remember that the Ivy League and Sister Schools are interested equally in the quality of your record and in the specific courses you have taken. As a general rule you should seek to master basic subject areas in depth. For example, three or four years of a single foreign language is preferable to two years of two languages. You should also choose the most challenging courses, the best your school offers. In addition, we encourage you to choose courses that meet your own needs and interests.

Since our colleges place a heavy emphasis on writing, you should try to gain as much writing experience as possible in your high school courses. For example, given a choice between an elective English course that emphasizes expository writing and another elective course that requires little or no writing, the advisable choice would be the expository writing course. Reading is just as important as writing. Consequently, exposure to a wide range of books, magazines, newspapers, and journals will expand your knowledge of a variety of subject areas.

Of course, it goes without saying that you should strive for good grades! The grades you achieve in all your academic work as well as your class rank (if your high school ranks its students) are elements of your record that will be evaluated carefully.

Tests

You should familiarize yourself as early as possible with the test requirements of the colleges in which you have an interest. We recommend that you take the Preliminary Scholastic Aptitude Test (PSAT) in the fall of your junior year, and the Scholastic Aptitude Test (SAT) the following spring. Some schools will accept the American College Testing Program (ACT) in lieu of the SAT.

Most of the Ivy League Colleges and Sister Schools require one or more Achievement Tests of the College Board. We recommend that you take any required Achievement Tests as soon after completing a course as possible. If, for example, you complete a course in biology in the tenth grade, take the College Board Achievement Test in biology that year.

Your guidance counselor should have information about these tests. You should consider taking these tests early (sophomore or junior year) and perhaps more than once.

While your test scores will be a factor in the evaluation of your academic ability and potential, you should remember that your application to college will be judged on your entire high school performance, including the kinds of courses you have taken, your extracurricular activities and outside interests, as well as the judgments of teachers who know you and your work.

Extracurricular activities

There is no preferred set of extracurricular activities. The ones you select reflect your values and interests and help identify your talents. Joining half a dozen or more school clubs or activities just for the sake of being able to list them on a college application makes very little sense. However, taking part in two or three because of a genuine interest is better for you. Best of all are those activities you truly love and those in which you can excel or show leadership.

The same is true of sports. If you are a talented athlete, or simply enjoy athletics, you should not hesitate to play varsity or intramural sports. Our colleges value leadership and skill in athletics as highly as they value talent and excellence in student government, music, and other endeavors. Whatever extracurricular activities you choose, do not allow them to compromise the quality of your academic work. It is better to do a few things well than to do many things without distinction.

Work

Financial circumstances require some high school students to work. Often their jobs will leave little or no time for extracurricular activities and other nonacademic interests. The Ivy League and Sister Schools know the sacrifices that working students must make and will evaluate an applicant's record with this in mind. If you work, your experience can be an asset to your high school record. We advise that you keep careful records of your jobs and include a work resume and employer recommendations with your application to college.

Summer Vacations

For many students, summer vacations offer a much-needed opportunity to work and earn money for college or other purposes. Summer vacations can also provide a time for studying or enhancing special skills.

How Can You Pay?

The financial situation of your family should not deter you from applying to an Ivy League or Sister School college. We believe deeply that money should not be a barrier to an outstanding education. Therefore we do as much as possible, within the limits of our resources, to ensure that every applicant who is admitted receives the financial aid he or she may need in order to attend. The amount of aid offered is not based on grades or athletic ability, but on one thing only: need. As a result, many students from families of meager or modest means are able to attend Ivy League and Sister Schools.

More than half of all students enrolled in Ivy League and Sister Schools receive some form of financial aid. In fact, with financial aid, the cost of education to a family at an Ivy League institution or Sister School may often be comparable to that of a public university.

If you believe you will need financial aid to attend an Ivy League university or Sister School, you should remember that the people who make the decisions about financial aid are trying to help you enter college, not to keep you out. You may well be eligible for financial aid, but to find out, you must apply for it.

Financial Aid and Financial Need

Your eligibility for financial aid, and the amount of the aid you are offered, depend on your financial need. This is the difference between the total cost of your education and the amount of money you and your family can contribute toward that cost.

1. The Cost of Your College Education. When you begin to compare the costs you will incur at different colleges and universities, you must take into account three types of costs. First, there are direct costs. These include tuition, room and board charges, and special fees such as a health services fee. Then, there are indirect costs, such as the cost of books, clothes and other personal expenses. Finally, depending on how far away from home the college is, you should allow some money for travel.

2. How Much Can You and Your Family Pay? The cost of college can be met by various kinds of funds—your own, your family's, private grants, scholarships, loans and so on. At the Ivy League and Sister Schools, nearly half of all students are unable to pay the full cost of their education out of family resources. These students receive some combination of grants, loans, and scholarships to cover the difference.

3. How Do We Estimate Your Share? All of the colleges in our group will ask you to fill out two forms: the college's own financial aid application and the College Scholarship Service's Financial Aid Form, known as the FAF. The College Scholarship Service uses a method of reviewing family financial information that is uniform for all applicants. Using this uniform method to evaluate the information on the FAF, the College Scholarship Service calculates how much you and your family

should be able to contribute toward your education. The amount will include a parents' contribution, and a contribution from your own assets (your savings, for instance), and an expected contribution from your summer earnings.

In determining your parents' contribution, your family's entire financial picture is reviewed. This means that not only earnings but the size of your family, the number of family dependents already in college, and any special problems, such as unusual medical expenses, will be considered. Each Ivy League and Sister School carefully reviews the analysis of the College Scholarship Service in making a determination of your financial need.

4. Types of Financial Aid. If you qualify, financial aid is available from several sources: federal and state governments, private foundations and other organizations such as labor unions, and the colleges themselves. Local churches, national fraternities and sororities, and banks are excellent sources as well. One can qualify for the National Merit Scholarship or the National Achievement Scholarship by scoring well on the Preliminary Scholastic Aptitude Test (see *Tests*, p. 3).

Aid is usually given in "packages," which typically include grants and/or scholarships, loans, and part-time work.

Grants and scholarships are outright gifts that do not have to be repaid. They are usually awarded on the basis of need. But some grants and scholarships are made to students because of academic ability, community activities, and evidence of leadership.

Loans are another type of financial aid. Loans are awarded to students on the condition that they be repaid, along with interest, over a certain number of years after graduation. Usually, the interest rates on student loans are lower than the rates for car loans, home mortgages, and other typical consumer loans.

A third type of financial aid is part-time work. Your college may be able to arrange a job for you, and the money you earn may be used for educational expenses.

What Will You Learn?

While it is important to learn specific skills and bodies of knowledge in college, our schools believe that lasting achievement and success depend on your ability to think critically, to read with insight, to ask and answer difficult questions, to face complex problems and find solutions, to express thoughts and ideas skillfully and clearly, and to understand and appreciate the history, culture, and scientific accomplishments of our world. These are the fundamental purposes of education at the Ivy League and Sister schools.

You may wonder whether these qualities have any practical value. The answer is an unqualified yes! The intellectual capabilities you develop will serve you throughout your life, in your career as well as your avocations. The outstanding record of achievement of graduates of the Ivy League and Sister Schools provides generations of evidence of the enduring worth of such an education.

While you are acquiring these important intellectual skills, you will have the opportunity to study an enormous range of subjects and pursue your academic interests in great depth. The Ivy League and Sister Schools offer a wide selection of courses. The total, in fact, numbers in the tens of thousands. Courses are offered in everything from astrophysics to zoology.

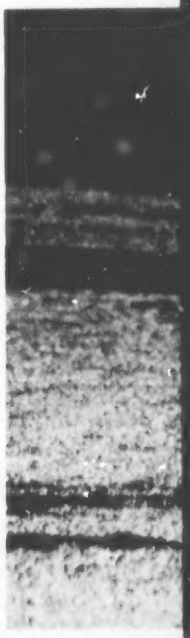
Understandably, when you review the list of courses offered by one of our schools, you may be confused by what you see. How will you ever know what to study? Our schools will help you decide. Each has a highly individualized academic advising system designed to help students construct programs of study appropriate to their own needs, goals, and interests.

A fundamental principle of the educational philosophy of the Ivy League and Sister Schools is that students must assume a major share of the responsibility for their own academic growth. Few of our colleges will require you to take any specific courses (although several now require all first-year students to take courses in writing). Most, in fact, encourage their students to take courses in at least three or four different subject areas. Thus, you may have to take some courses in math and science, some in English literature, some in history and philosophy.

You will be required to select a major or area of concentration by the end of your sophomore year, and in your last two years you will do the bulk of your academic work in your major field. Professional programs such as engineering and architecture follow a somewhat different pattern, and typically require early concentration. Here too you will be encouraged to take electives that will expand your knowledge and broaden your vision. Our colleges also provide opportunities for independent study, individual research, internships, fieldwork, study abroad, and other academic activities which can enhance your undergraduate studies and allow you to test your career interests and relate your academic work to the world outside the classroom.

As you read these descriptions and programs of study, remember one essential point. Whatever their offerings, the Ivy League and Sister Schools are in spirit "liberal arts colleges"—not in the narrow sense of the specific courses and majors they provide, but in the fullest sense of that concept. Whether you study engineering, business, microbiology, history, English, philosophy or any of the hundreds of other majors offered by our colleges, a fundamental purpose of your education will be to help you develop a clear, conscious view of your own opinions and judgments, an eloquence in expressing them, and a force in urging them. The hope is that you will learn to understand the common ground on which all people stand.

What Is Life Like Here?



It is difficult to generalize about college life in the Ivy League and Sister Schools. Some of our colleges are large universities in large cities. Others are relatively small campuses in rural locations. Some are single sex, others coeducational. What is true of life at one place may not be true of life at another.

However, some qualities are shared by all our colleges. The first is that students are expected to assume responsibility for their own lives. Students organize and manage most extracurricular and social activities. There are few restrictions on residential life. A wide variety of living accommodations, ranging from single rooms to suites and from traditional dormitories to modern apartments with kitchens, is offered on nearly all our campuses.

An enormous range of student organizations and clubs offers activities suited to nearly every student's tastes and interests. Athletic activities range from highly competitive varsity teams in most sports to intramural and recreational programs encompassing everything from bowling to badminton. Each college also sponsors a busy schedule of concerts, drama and dance presentations, exhibits, films, and lectures by prominent public figures and scholars. Thus, life at our colleges can be extraordinarily rich and enjoyable.

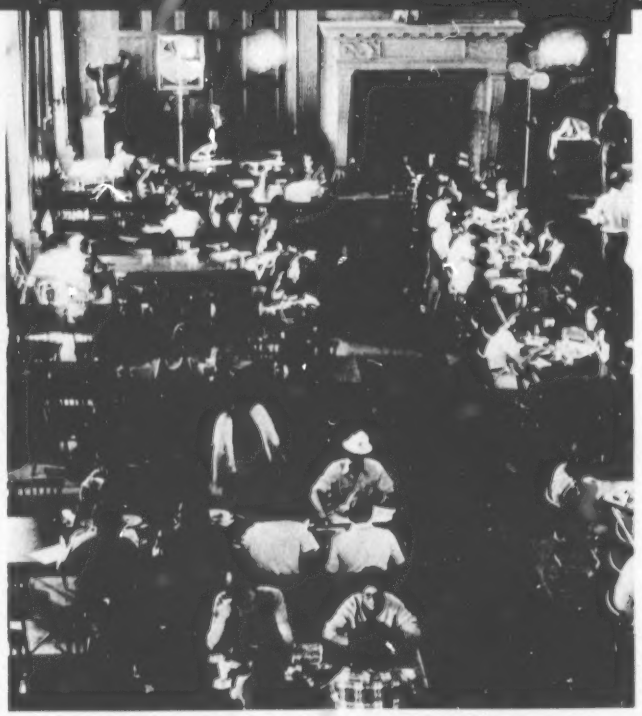
Yet life at our schools can also be very demanding. In all that you do—from course work to athletics—you will be asked to expect much of yourself and to come as close as possible to realizing those expectations. In reality, it also may not be easy to adjust to life at a college or university that is predominantly white.

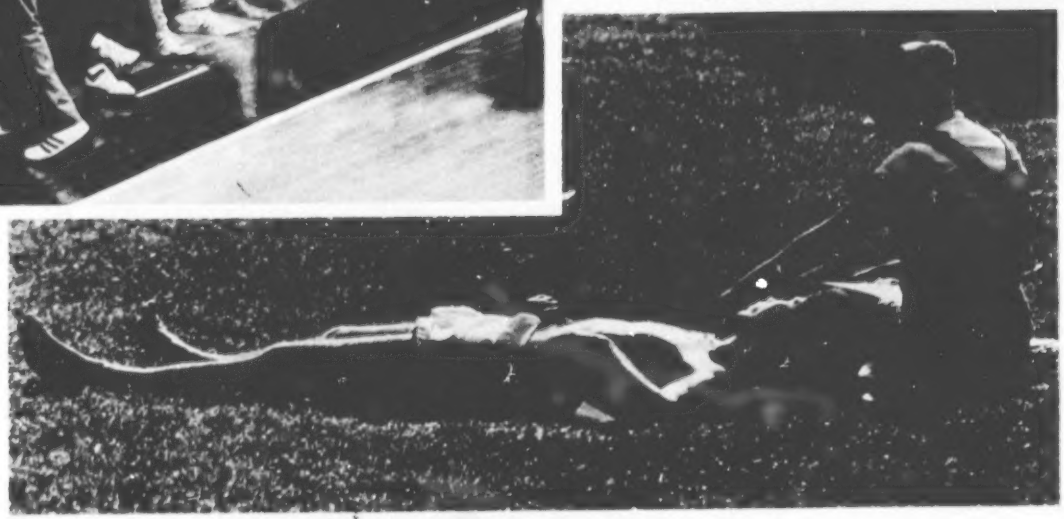
The rewards of coming to any Ivy League or Sister School are as abundant as the challenges. The quality of academic life will not only require hard work, but will also provide excitement and joy. You will live and work with a fascinating array of bright, talented people from all over the nation and the world, and form friendships with them that are likely to last a lifetime.

Since the Ivy League and Sister Schools attract students from every background and walk of life, making friends should not be difficult. In addition, at every one of our colleges, there are active organizations of minority students. These organizations sponsor academic, social and cultural events of special interest to minority students and offer a wide range of other programs and activities designed to help you feel at home.

But will you really feel at home at an Ivy League or Sister School, or at any college, for that matter? Will going to college change you? Will you lose touch with your family and friends back home? These are questions many students ask.

The answers really depend on you. Whatever your background, college will change you. A good college should help its students mature and grow. No college wants its students to abandon their families or their cultural, ethnic, and racial heritages. In fact, if your education has served you well, it will enable you to gain a better understanding and appreciation of who and what you are, and where your abilities and talents can take you.





How Do You Get Started?

If you would like to learn more about the Ivy League and Sister Schools, we suggest you do the following:

1. *Read the information about these schools in the next section of this booklet.*
2. *Mail the enclosed reply card for more detailed information about the colleges that interest you.*
3. *Plan to visit at least one of the member colleges. The office of admissions may be able to help you arrange a visit or a get-acquainted meeting with a student or graduate who lives near you.*

Please let us hear from you. And, once again, good luck with your college planning!

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Unequalled Opportunities

Profiles of the Ivy League and Sister Schools

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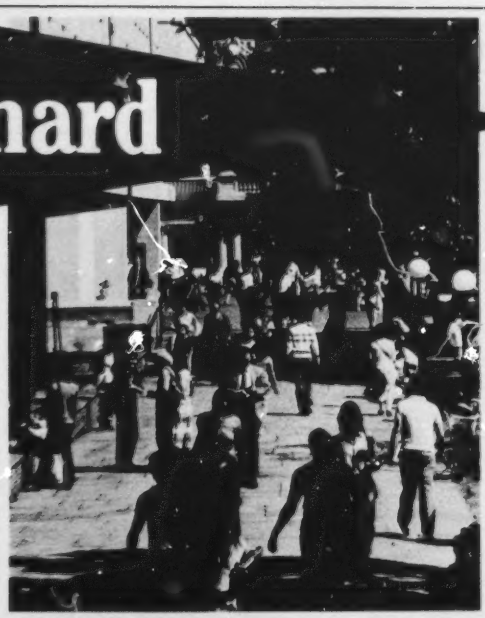
The Ivy League & Sister Schools at a glance

SCHOOL	UNDERGRADUATE ENROLLMENT	GRADUATE ENROLLMENT	CAMPUS LOCATION	CURRICULUM *(UNDERGRADUATE)*
Barnard	2,500 Women	None	New York City's Upper West Side—Urban	Liberal Arts and Sciences, Architecture
Brown	2,700 Men 2,500 Women	1,500	Providence, Rhode Island, two blocks from Providence Business District—Urban	Liberal Arts and Sciences, Engineering, Medical Education Program
Bryn Mawr	1,150 Women	640	Pennsylvania, minutes from Philadelphia—Suburban	Liberal Arts and Sciences
Columbia	2,800 Men and Women	9,000	New York City's Upper West Side—Urban	Liberal Arts and Sciences, Architecture, Engineering
Cornell	11,880	5,390	Ithaca, New York, 60 miles SW of Syracuse—Rural; small residential town	Liberal Arts and Sciences, Architecture, Engineering, Hotel Administration, Industrial and Labor Relations, Human Ecology, Agriculture and Life Sciences
Dartmouth	2,950 Men 1,350 Women	670	Hanover, New Hampshire—Rural	Liberal Arts and Sciences, Engineering
Harvard-Radcliffe	4,240 Men 2,320 Women	9,160	Cambridge, Massachusetts, across Charles River from metropolitan Boston—Urban	Liberal Arts and Sciences, Engineering
M.I.T.	3,550 Men 1,050 Women	3,650 850	Cambridge, Massachusetts, across Charles River from metropolitan Boston—Urban	Liberal Arts and Sciences, Engineering, Architecture, Management
Mount Holyoke	1,850 Women	20	South Hadley, Massachusetts, 90 miles west of Boston—Rural	Liberal Arts and Sciences
Princeton	2,855 Men 1,592 Women	1,430	Princeton, New Jersey, midway between NYC & Philadelphia—Suburban	Liberal Arts and Sciences, Engineering, Architecture
Smith	2,650 Women	100	Northhampton, Massachusetts, 85 miles west of Boston; Connecticut River Valley—Small residential area	Liberal Arts and Sciences, Engineering
Penn	5,400 Men 3,800 Women	7,295	Philadelphia, Pennsylvania, across Schuykill River from downtown Philadelphia—Urban	Liberal Arts and Sciences, Engineering, Nursing, Business
Vassar	950 Men 1,300 Women	1	Poughkeepsie, New York, 75 miles north of New York City—Rural	Liberal Arts and Sciences
Wellesley	2,145 Women	None	Wellesley, Massachusetts, 12 miles west of Boston—Suburban	Liberal Arts and Sciences
Yale	3,065 Men 2,105 Women	4,295	New Haven, Connecticut, downtown—Urban	Liberal Arts and Sciences

Barnard



Barnard College was one of the leaders of the crusade of the late nineteenth century to make higher education available to women. Founded in 1889 by members of the Columbia University faculty, Barnard has enjoyed a long association with Columbia that has distinguished it from every other women's college in the nation.

Barnard offers its students a singular advantage: the intimacy of a small, liberal arts college coupled with the enormous resources of a great world university. Barnard students cross-register for classes with Columbia students and use Columbia's superb facilities, including the 4.5 million volume Butler Library.

But Barnard is much more than a small slice of a great university. It has its own campus, with its own library, dormitories, science tower, classrooms, theatre and sports center. Barnard also has its own faculty. Its 200-plus teachers instruct a total student enrollment of only 2,500, giving Barnard a highly favorable student-faculty ratio. More than 75 percent of Barnard classes have under 25 students, and many classes are even smaller.

Barnard is first and foremost a liberal arts college. Barnard women can choose from almost 1,000 course offerings, a selection equalled by very few colleges. Barnard's 25 departments offer majors in five main divisions: humanities, languages, social studies, science and mathematics. In addition, there are nine interdepartmental majors, including Urban Studies and Women's Studies. A unique program is the Program in the Arts. If you qualify, you carry on work in your artistic specialty—fine arts, dance, music, theatre, writing—along with special courses and seminars in the liberal arts.

Barnard prides itself on making New York City an extension of its campus. Barnard has an excellent internship program which encourages students to get professional exposure in a variety of areas and disciplines. Students interested in the social sciences, for example, are shown how and where to conduct research away from the College in the New York City area. Language students are encouraged to make trips off-campus to festivals and social gatherings of those New Yorkers who speak a particular language. The City's endless round of art exhibits, concerts, opera, theatrical performances and other cultural events is truly a curriculum in itself.

At Barnard, your style of life is up to you. You can live in a traditional dormitory or share an apartment in a college-owned building adjoining the campus. Or, by arrangement with Columbia, you can reside in a coeducational dormitory. In fact, you can choose the exact extent to which your college life will be single-sex or coeducational. Your college mates at Barnard come from nearly every state and from some 30 foreign countries—a remarkably diverse enrollment for a college of Barnard's size. Extracurricular life is also diverse. Barnard has its own newspaper, literary magazine and dramatic groups, its own political and religious organizations and its own student clubs that range from the traditional departmental and language clubs to a cooking and nutrition club.

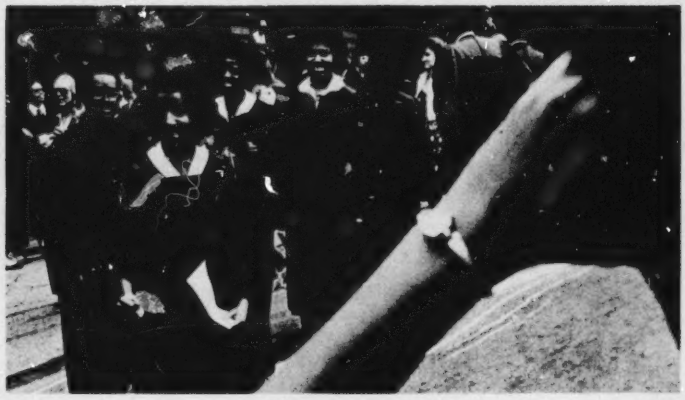
The minority student's experience at Barnard begins at the moment she first sets foot on campus. During freshman orientation, Black, Asian and Latin student organizations sponsor events to make new students aware of the rich opportunities available. At the same time, the new Barnard student learns that she has all the freedom she needs to be herself and to make those discoveries essential to her liberal arts education.

Black women at Barnard automatically belong to the Organization of Black Women. Its primary purpose is to help Black women adjust to life at college. The Black Students' Organization, open to both Barnard and Columbia students, plays an active role in the political life of Columbia itself and its neighboring community, and also takes stands on issues of importance to Black people everywhere. Barnard and Columbia also offer Black Studies programs remarkable for their wide range and comprehensiveness. A wide variety of groups and activities also affords other opportunities to explore the Black experience.

The Asian Students' Union at Barnard holds Asian Night for its own members and guests each year, but the Union serves more than the social needs of its members. The Chinese Students' Club, the largest Asian Club at Barnard and Columbia, sponsors social, sports and cultural events, and each semester publishes a literary magazine. Nine other Chinese clubs on campus serve such special interests as folk dancing and broadcasting.

Women with Latin backgrounds at Barnard can join either or both of two campus organizations working to promote closer understanding among cultures: La Unidad Latina seeks to present to non-Latin students something of the color and variety of Latin cultural life, while Chicano Caucus not only sponsors social and cultural events on campus, but also plays an active role in recruiting high school students for Barnard.

Brown



Brown University thinks of itself as different—different in its approach to education, different in its ways of providing educational opportunity to its undergraduates and different in its sense of educational values.

The University is located on College Hill overlooking downtown Providence and is in a residential district notable for its handsome colonial houses. The campus itself is beautiful, with broad greens, tall trees, and striking Georgian buildings.

What is most distinctive about Brown is its "New Curriculum." Now more than ten years old, the New Curriculum features unique grading options, flexibility in course selection, and easy access to independent concentration (majors). The New Curriculum eliminates the restrictions of required courses. Students can take any course at Brown on a satisfactory/no credit basis. Brown believes that this option reduces artificial academic pressures and allows students to focus on academic work for its own sake. Such freedom makes considerable demands of Brown undergraduates. The successful student at Brown is motivated, independent, and confident.

Brown offers the following degree programs for undergraduates: the Bachelor of Arts (A.B.), the Bachelor of Science (Sc.B.), a five-year program leading to the combined Bachelor of Science and Bachelor of Arts (Sc.B. and A.B.), and the Medical Education program leading to a Bachelor of Arts or Bachelor of Science at the end of four years and an M.D. degree three or four years later, depending upon the student's course of study.

In premedical education, Brown enjoys a nationwide reputation. Out of every 100 first-year students in medical schools throughout the U.S., one is a Brown graduate. (One out of every 60 minority students in medical school is a Brown graduate.) On campus, The National Society of Black Engineers, Black Premedical, and Third World Prelaw Societies provide pre-professional guidance and support to their membership and sponsor seminars throughout the year.

Brown offers 130 extracurricular activities to undergraduates, including a full range of sports, social, artistic, musical, theatrical, and cultural events. Rites and Reason (a theatre arts group), the Inman Page Choral (a gospel singing group), and Spanish and East Asian House are organizations and activities that are of particular interest to the minority communities at Brown.

Campus life is relaxed, and at times it seems that some students are majoring in "Frisbee—Practice and Theory." Residential facilities reflect a wide range of living arrangements—from the traditional double rooms to suites, apartments, and efficiencies as well as coed and single sex dormitories. Brown guarantees student on-campus housing for four years and approximately 82 percent of the student body chooses to live on campus for their entire college career. For those students who choose off-campus housing, a variety of apartments and housing is available, as are Brown-sponsored co-operative living arrangements.

The main campus of Brown University occupies an area of approximately 40 acres. Over fifty buildings are devoted to classroom, laboratory, research, library, office, and conference use by departments of instruction. Most of these buildings are interconnected by a coaxial cable network that gives nearly everyone access and messaging capabilities. The University Library, containing more than 2.8 million items, includes the John D. Rockefeller Library, the John Hay Library, the Sciences Library, and the Pembroke Campus Library. The University provides extensive, modern laboratory facilities designed for undergraduate and graduate instruction, as well as research. A newly opened Performing Arts Complex includes the Isabelle B. Leeds Theater, the Ashamu Dance Studio, and South Hall, a fully equipped music building.

About 14 percent of Brown undergraduates are minority students. Brown's commitment to racial and ethnic diversity is reflected in its faculty and staff—at all levels—as well as in its student body. Minority, or "Third World" students begin their freshman year with Third World Transition Week, a five-day orientation program that covers Brown's history and activities and provides an introduction to faculty advisers and Minority Peer (student) Counselors. The Third World Transition Week promotes a sense of cultural interaction among Third World freshmen by giving them an opportunity to explore their ethnicities as a group.

The Third World Center is campus headquarters for many of the organizations and events of interest to minority students. The Center's programming helps students gain a stronger cultural and academic understanding of their heritage and encourages leadership among Third World students. The organizations listed offer a wide range of cultural, ethnic, social, and educational programs for their membership and the University at large—from conferences, community service programs, literary magazines, to pot-luck dinners: Asian American Student Association (AASA), La Federación dé Estudiantes Puertoriqueños (FEP), the Organización dé Estudiantes Latinoamericanos (LASO), and The Organization of United African Peoples (OUAP).

Minority student participation is by no means limited to those minority organizations. In fact, three of the last five presidents of the Student Government have been Black-Americans. Third World students have also served on Corporation committees (Board of Trustees), Associated Alumni Committees and standing University committees such as the Committee on Admission and Financial Aid.

Bryn Mawr

Founded in 1885 to offer women the kind of rigorous academic training then available only to men, Bryn Mawr (the name means "high hill" in Welsh) has always had high expectations for its students. It has produced numbers of outstanding scientists, teachers, and lawyers out of all proportion to its size. Among its graduates are the first woman ever to win the Nobel Peace Prize (Emily Green Balch), the first woman president of a major American university (H nna Holborn Gray at the University of Chicago), the first woman neurosurgeon in the United States (Dorothy Klenke Nash), and the first actress to win four Academy Awards (Katharine Hepburn). Today, almost ninety percent of Bryn Mawr's alumnae go on to graduate or professional training, with law and medicine being the most popular choices.

Bryn Mawr is not an easy institution to categorize. A high school student might not know that a small college could offer as diverse a range of opportunities as many large universities, or that half of the residence halls in a woman's college would be coeducational, or that a campus looking like the remote English countryside—complete with woods and streams—could exist within twenty minutes of downtown Philadelphia, but all of these are true of Bryn Mawr.

Bryn Mawr's size (1200 undergraduates) allows its students and faculty to work closely together and to know each other well—an increasingly rare privilege. But the College avoids the narrowness and insularity which can also accompany smallness through extensive cooperative programs with Haverford, Swarthmore, and the University of Pennsylvania. Bryn Mawr students may choose any course at the three schools without additional fees. This opportunity gives them a more diverse array of choices than most single institutions of any size can provide.

Bryn Mawr's cooperation is especially close with Haverford College, which is only a mile away. Almost all extracurricular programs are shared by the two colleges, and students may live and eat on either campus. Thus, about half of Bryn Mawr's dormitories are coeducational.

Bryn Mawr students have been entirely self-governing since 1892 and they have a strong voice in the governance of the College as a whole, sitting as full voting members on almost all faculty committees. A strong academic and social honor system allows students to live in a community based more on trust and consideration for others than on rules and regulations.

Bryn Mawr is committed to having a student body that has in common outstanding ability and character but that represents as wide a range of economic, ethnic, and geographical backgrounds as possible. Undergraduates come from all fifty states, several American territories, and over forty foreign countries.

In 1981, about 130 undergraduates were minorities. Minority students play a major role in campus life, serving as class presidents, honor board members, and undergraduate representatives to the Board of Trustees. Each year a Black student sits as a member of the undergraduate Admission Committee. The formation of the Sisterhood in the late 1960's has given Black Bryn Mawr women a means of expressing themselves and their needs to other Blacks and to the whole college community. The Sisterhood now runs Perry House, a cooperative residence and Black cultural center that co-sponsors with Haverford College many lectures, concerts, films, and social events. Other minority student organizations active on campus include the Puerto Rican Alliance and the Asian Students' Association. Minority students who seek careers in law, medicine, science, or business will find in the curriculum all of the courses required for admission to professional and graduate schools. A special effort is made to match students with appropriate advisers and to provide emotional and academic support as they complete the requirements for the Bachelor's degree.

Columbia

Columbia is one of the world's leading universities, with graduate programs in the arts and sciences, professional schools in law, business, education, architecture, medicine, journalism, and international affairs, and the sixth largest academic library system in the nation. But its undergraduate school, Columbia College, is the smallest of the Ivy League, enrolling only 2900 students.

As a result of this structure, Columbia students benefit not only from the intimacy of a small school, but also from the facilities, academic resources and the faculty of an eminent university. For example, Columbia offers over 2000 courses and 45 majors from which to choose and many undergraduates stretch their talents by enrolling in graduate level courses. A select number of students enter Columbia Law School after the third year of undergraduate work and others avail themselves of the five-year advanced degree programs in engineering, fine arts, and international affairs.

Columbia's vast academic opportunities may be intimidating for some students. This is why Columbia assumes its responsibility to guide students in their first two years through its program in general education. Four courses are central and required of every student—Contemporary Civilization, Literature Humanities, Art and Music Humanities. They are devoted to the major texts of social thought and literary imagination and to the development of the fine arts. The reading lists are long; Homer, Herodotus, Plato, Virgil, Spinoza, Locke and Freud are among the required authors. Though the demands are great, these courses assure that all Columbia graduates have studied the foundations of the cultural, intellectual and political traditions of the Western World.

In 1979 and 1980, Columbia led the nation's colleges in the number of Guggenheim Fellowships awarded to its faculty members, a good measure of the faculty's strength across all departments. The student-faculty ratio at Columbia College is eight to one, providing for a class size which can be remarkably low. The Columbia faculty is committed to both teaching and research, and students study with the most prestigious professors as well as with young assistant professors. All faculty members maintain office hours, and each student in the College chooses a faculty advisor from the department in which he or she majors.

But a Columbia education does not end at the campus gate; the University is in the City of New York, an international center of business, finance, communications, law, medicine, culture, and science. In every major field of study, New York provides a wealth of resources, expertise, stimulation, and opportunities unparalleled by any other city in America.

Yet, once within the Columbia campus, it is easy to forget that one is in the middle of one of the world's largest cities. The University's expansive greens and ivy-covered neoclassic and renaissance-styled buildings stretch for over a quarter of a mile, uninterrupted by streets and city traffic. Here is where students reside in one of nine undergraduate dormitories, relax in the student union or on-campus pub and participate in over 100 student organizations serving numerous political, social, ethnic, intellectual and athletic interests. Socially, the University schedule is frenetic with lectures, parties, dances, meetings, concerts and films.

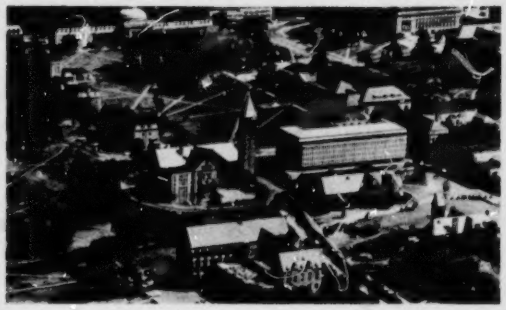
There are a number of clubs and groups that minority students can join to enrich their knowledge of their ethnic heritage and identity. Minority students avail themselves of the many activities of the general student body, or they may participate in groups and events that are sponsored by and for minority students.

The Minority Student Recruitment committees work closely with the Admissions Office throughout the entire admissions cycle. During orientation week, Black, Latin and Asian students sponsor activities for freshmen that will allow for a smooth transition to campus life. The Charles Hamilton Houston Pre-law Society, the Charles Drew Pre-medical Society, the National Society of Black Engineers, and the Roundtable (a pre-business society) provide support and guidance for students pursuing careers in these professions.

Presently, the minority population at Columbia is about 20 percent. Minority student organizations include: the Black Students Organization (BSO), Chicano Caucus, Alianza Latina Americana (ALA), Haitian Students Association, Caribbean Students Association, and the Asian Student Union. These organizations sponsor a variety of activities such as films, speakers, community fund drives, cultural awareness workshops, field trips, cultural weekends, and political forums. Students may also become involved in the Gospel Choir and the Langston Hughes Players (theatre arts). Two publications, *Black Heights* and the *Asian Journal*, solicit articles and other literary works from faculty, administrators, and students at Columbia. There are currently two Black fraternities, Alpha Phi Alpha and Omega Psi Phi, which are actively involved in community programs.

The highlight of the academic year for minority students is the Third World Weekend sponsored by the United Minorities Board. Third World Weekend introduces prospective students to Columbia and provides a spectrum of socio-cultural events that bring together undergraduates, faculty, administrators, and the community to explore the cultural diversity of the minority experience.

Cornell



Cornell University is located in upstate New York in the city of Ithaca. Its campus covers 740 acres and contains nearly 100 major buildings. Cornell offers a wide variety of program areas to carry out the University's mission articulated by Ezra Cornell in the 1860's: that is "to found an institution where any person can find instruction in any study." Today, Cornell welcomes to its campus over 12,000 undergraduates from all 50 states and more than 95 foreign countries.

Ithaca itself is a small city located at the southern tip of Cayuga Lake, one of the Finger Lakes, in upstate New York. It offers numerous shops, galleries, and restaurants. Within a short drive are three state parks, several ski areas, and an extensive system of hiking trails which are part of the Finger Lakes Trail system.

Cornell University offers a number of undergraduate degrees, with over 2400 courses from which to choose in more than 100 departments. The seven undergraduate schools and colleges consist of Agriculture and Life Sciences, Architecture, Art, and Planning, Arts and Sciences, Engineering, Hotel Administration, Human Ecology, and Industrial and Labor Relations. Students enrolled in any of the seven undergraduate units are encouraged to supplement their programs with courses in other divisions. Many special academic opportunities are available in a wide variety of areas of study. Dual-degree programs are available permitting students to earn both a Bachelor of Arts degree from the College of Arts and Sciences and a Bachelor of Science degree from Engineering or a Bachelor of Fine Arts from the College of Architecture, Art, and Planning. Engineering offers the Engineering Cooperative Program which provides an opportunity to supplement course work with carefully monitored paid jobs in industry. The College of Agriculture and Life Sciences offers exchange programs with universities in Mexico and Sweden. The School of Industrial and Labor Relations allows students to spend a semester in Albany, New York or Washington, D.C. to observe and participate in "real-life" labor-solving problems. Field study provides opportunities for students in the College of Human Ecology to learn by carrying out responsibilities in organizations outside the University. A Management-Intern Program is open to upperclass students in the School of Hotel Administration providing on-the-job management experience for academic and practice credit. Honors Programs are offered in many subject areas for those students who maintain a GPA of at least a 3.0. Study abroad is encouraged and the Career Center maintains information about many foreign programs. The Cornell-in-Washington Program enables students to do advanced study in Washington, D.C. Independent major programs allow students to design their own majors if they wish to pursue an interest that cannot be met within an established major. Independent research programs are available under the direction of a faculty advisor. In addition, double-majors, interdepartmental programs, and other special options are available.

The Cornell faculty numbers over 1800 and includes many who are internationally recognized as leaders in their field. As Cornell is a major university, nearly all teaching faculty members are actively involved in research, scholarship, or public service. Since the University has always placed a high priority on the quality of its undergraduate programs, no distinction is made between the graduate and undergraduate faculty. Faculty members serve as student advisors and keep regular office hours, assuring their accessibility to the students.

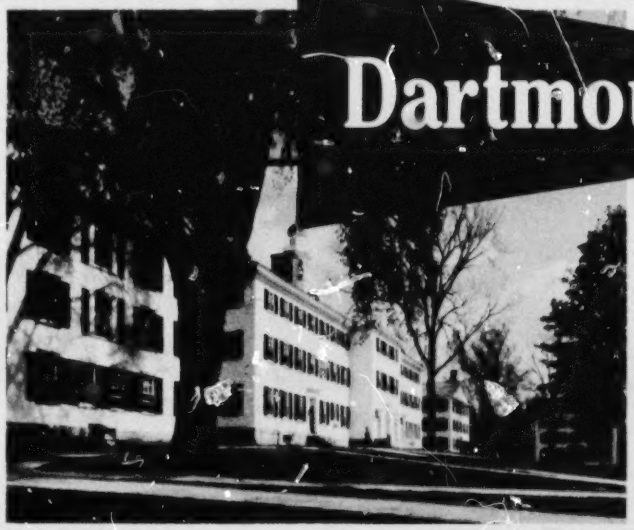
The University's library is one of the most extensive academic library systems in the country, with holdings of more than 4 million volumes. The library system includes two central libraries, as well as college, school, and departmental compilations.

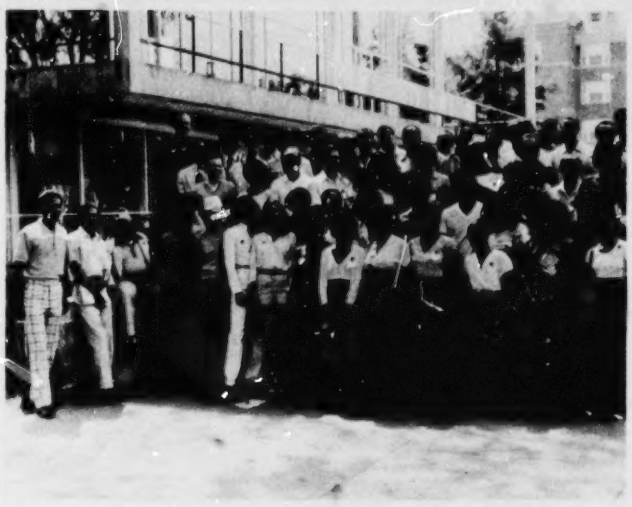
Cornell's living and dining arrangements are highly flexible. Some students live on campus while others rent rooms or apartments near campus or live in the numerous sororities or fraternities that border the campus. University residence halls offer a substantial variety of rooms that include singles, doubles, triples, suites, and a few apartments. Some halls are reserved for men or women; others are coeducational. Special residences are set aside for students who share a particular interest such as ecology or the performing arts. Flexible dining arrangements are available for students living on or off campus.

Social, cultural, and recreational activities at Cornell are numerous. There are over 400 organized groups, among them clubs for persons with similar academic interests or similar hobbies, local chapters of professional organizations, associations of students from other nations, and a number of national honor societies. Theatrical productions, sponsored by the Department of Theatre Arts, are open to any student by audition. Musical groups include a variety of opportunities for participation. Art exhibits, lecture series, and films are on-going activities throughout the year. Cornell students edit and publish a variety of publications including a yearbook, literary magazines, and the *Cornell Daily Sun*, an independent daily newspaper. Athletics are available at the intramural, club, and the varsity levels and students are encouraged to enjoy these as participants or spectators.

The Committee on Special Educational Programs (COSEP) at Cornell University provides various academic, financial, social, and personal support services for minority students. In 1981, approximately 20 percent of the freshman class were minority students: Black, Hispanic, Asian, or American Indian. COSEP offers several orientation programs and a pre-freshman summer program that give minority students a chance to become acquainted with Cornell. Other programs provide academic support services (tutorial) as well as counseling (academic, personal, and financial). The New York State Higher Educational Opportunities Program and the Educational Opportunities Program (HEOP/EOP) work with academically and economically disadvantaged New York State students. The Learning Skills Center promotes academic scholarship to help ensure graduation of minority students. Cornell's Africana Studies and Research Center offers both undergraduate and graduate programs in Africana and Afro-American Studies. There are also many campus organizations for minority students, including the Black Student Coalition, the Asian American Coalition, La Associacion Latina, and North American Indians at Cornell.

Dartmouth





Dartmouth, America's ninth oldest college, is rich in history and tradition. It is a community of roughly 4,000 undergraduates, 700 graduate students, and a dedicated body of faculty, administrators, and staff. Its students, drawn from all 50 states and over 40 foreign countries, comprise a diverse body of people with varied backgrounds, interests, goals, and talents. Quality undergraduate education remains Dartmouth's highest priority. Its commitment to excellence in its academic programs extends as well to its professional schools of medicine, engineering, and business and other graduate programs.

As an institution devoted to the education of undergraduates Dartmouth prides itself that all senior faculty members teach introductory courses in addition to more specialized offerings.

Set among the rolling hills of Hanover, New Hampshire, Dartmouth's 265-acre campus combines impressive educational opportunities with a small-town New England setting. Major metropolitan areas of Boston, New York, and Montreal are easily accessible by interstate highways and by regular bus, train, and air service.

Dartmouth operates on an innovative year-round calendar, which provides unparalleled opportunities for each student to design a formal educational program that is most closely suited to his or her personal goals. Under the Dartmouth Plan, students develop flexible enrollment patterns involving four ten-week terms in each academic year. Dartmouth students take three courses per term. Freshmen arrive at Dartmouth needing eleven terms to graduate, and there are fifteen terms from which to choose if students elect the typical four-year college program.

Off-campus study is available in more than a dozen countries, and over half of all Dartmouth students participate in at least one off-campus program. The programs are led by members of the Dartmouth faculty, and students earn full academic credit for their participation. Examples include language programs in eight foreign countries; government in England or Washington, D.C.; biology in the Caribbean; environmental studies in Kenya; and African and Afro-American studies in Washington, D.C.

Baker Library and its seven branch libraries operate under an "open stacks" policy, which gives students direct access to their resources.

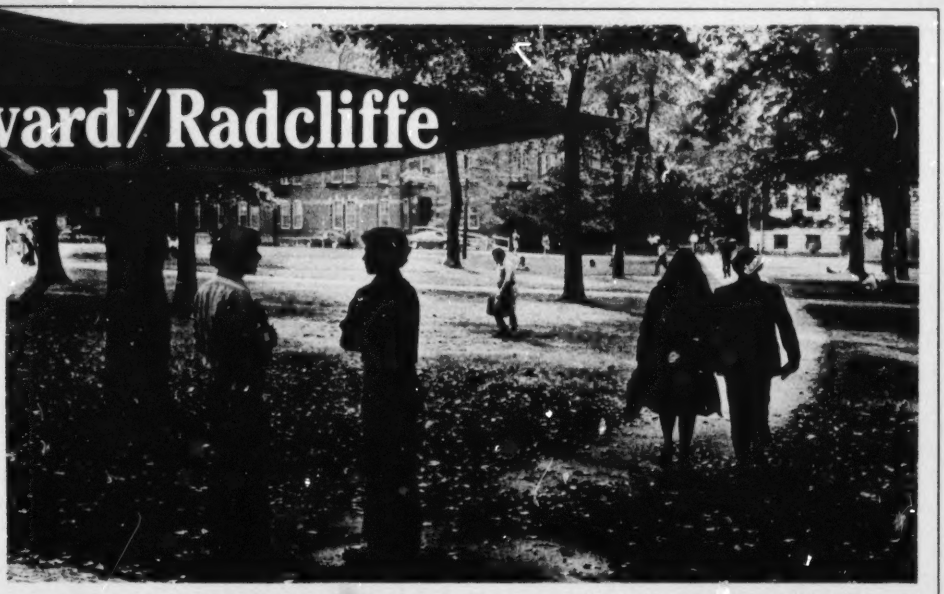
Kiewit Computation Center offers unmatched opportunities for student use of the computer. More than 150 computer terminals on campus are available to all students and before graduating over 90 percent of all Dartmouth undergraduates will have used the computer.

Dartmouth's Hopkins Center for the Creative and Performing Arts offers every student participation in and exposure to a broad range of activities including theater, dance, music, art, exhibits, films, and lectures.

The Afro-American Society, popularly known as the "Am," has grown to be the largest black student organization in northern New England. In addition to being a group devoted to the sharing of ideas and issues involving black students at Dartmouth, the "Am" sponsors the *Black Praxis*, a newspaper distributed to minority students throughout New England; *Spirit*, a black literary magazine; and BUTA, the Black Underground Theatre and Arts Association which offers extensive opportunities in dance, drama, and music. Dartmouth also has chapters of Alpha Phi Alpha and Alpha Kappa Alpha on campus. In addition, there are a number of preprofessional student organizations which serve minority students, including the Student National Medical Association, and a local chapter of the National Society of Black Engineers.

Dartmouth undergraduates participate in over 70 organizations, ranging from a daily collegiate newspaper to Dartmouth Broadcasting, a commercial AM/FM facility staffed entirely by student volunteers. In addition, there is a variety of musical and dramatic performing groups such as the Dartmouth Symphony Orchestra, Glee Club, Gospel Choir, West African Drumming Ensemble, and the Dartmouth Players Repertory Company. Dartmouth's comprehensive athletic programs include intercollegiate competition in more than 30 varsity sports as well as extensive intramural and physical education opportunities.

Harvard/Radcliffe



Harvard University includes Harvard and Radcliffe Colleges and graduate or professional programs in many areas, such as law, business and medicine. The undergraduate colleges are located in Cambridge, a city of 100,000 people across the Charles River from Boston. The Boston metropolitan area offers the combined resources of New England history, culture and urban sophistication. Its libraries, bookstores, concert halls, museums, theaters, coffeehouses, shops and other entertainment and sports facilities are easily accessible to students.

Undergraduate students come from every state and more than sixty foreign countries. Over 13,000 applicants compete for approximately 1600 places in the freshman class. The Admissions Committee seeks students from diverse backgrounds who are intellectually capable, mature, socially aware, and active in a wide variety of extracurricular pursuits. About two-thirds of Harvard and Radcliffe undergraduates receive some form of financial assistance, usually a combination of scholarship grants, loans, and term-time employment. The University tries to assure that qualified applicants will be able to attend regardless of their family income.

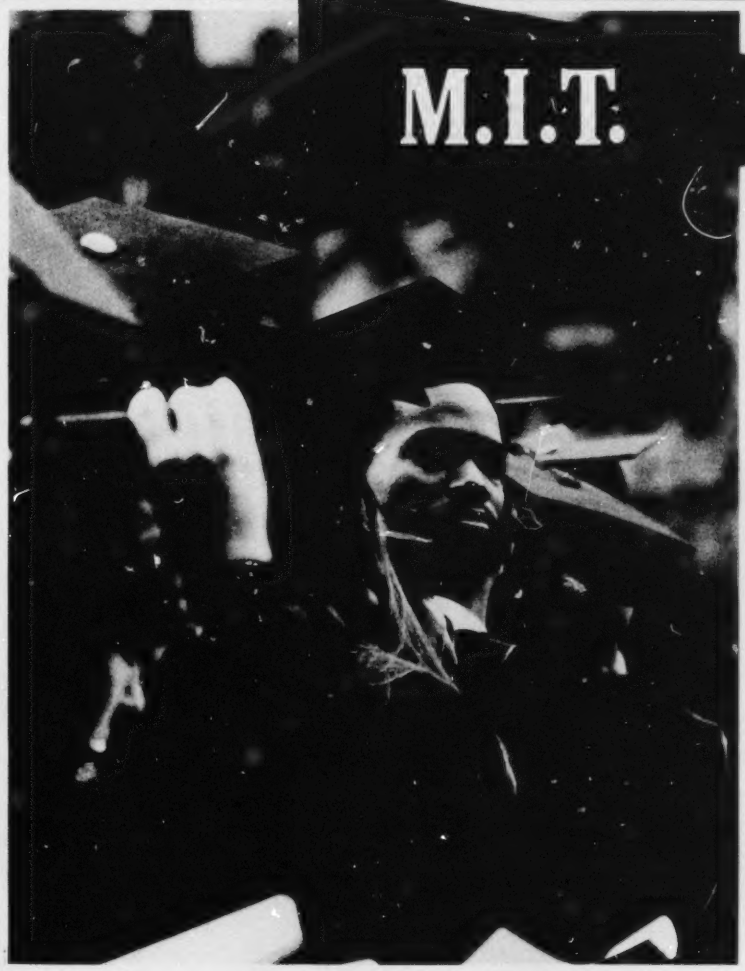
Harvard and Radcliffe's goals are to provide its students with the freedom and opportunity to design an individualized academic program within the structure of a broadly based liberal arts curriculum containing nearly 3000 courses. Students take a minimum of sixteen full-year or thirty-two one-semester courses. At the end of the freshman year, students choose a field of concentration from the more than forty departments available. During the next three years they will normally take at least six courses in that department or related fields. In addition, most departments offer small group or individual work, called Tutorials, to students concentrating in their area. These Tutorials offer special opportunities for individualized study culminating in a senior honors thesis or research project. Outside of the major department, students must take at least eight semester courses from Harvard's Core Curriculum, which includes offerings in Historical Study, Social Analysis, Moral Reasoning, Science, Foreign Cultures, and Literature and Arts. The Harvard Faculty is an outstanding group of scholars, teachers and researchers. The Faculty of Arts and Sciences consists of 618 full-time members and 112 part-time members. They are assisted by Teaching Fellows who are completing advanced studies. Courses range from large lectures supplemented by group discussions, through small courses of twenty to fifty, to small seminars and tutorials. Teaching and scholarship are both highly prized at Harvard and Radcliffe and even introductory courses are sometimes taught by the most distinguished professors.

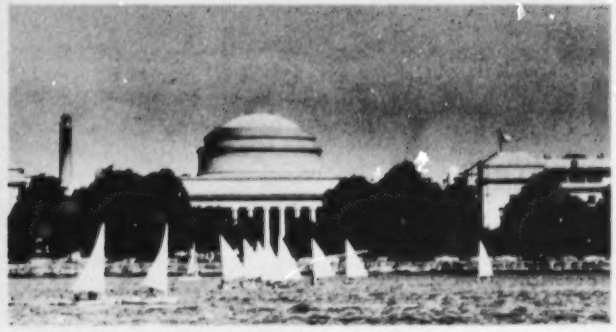
Harvard and Radcliffe are primarily residential colleges designed on the English model of Oxford and Cambridge. Students spend a common first year in a central quadrangle of dormitories and then join a residential House where they will spend the next three years. Each House has a resident Faculty Master, a Senior Tutor or Dean, associated Faculty tutorial staff, a library, and dining facilities. All Houses are co-residential and much of a student's social, athletic, extracurricular and academic life centers around his or her House.

Harvard and Radcliffe provide more than 100 student organizations. Students can find organized activities in dance, drama, government, journalism, music, religion, social science, visual arts, and many other special interest areas. The Department of Athletics offers twenty men's and eighteen women's intercollegiate sport programs, in addition to a complete system of intramural and recreational sports.

Minority students at Harvard and Radcliffe make up more than 20 percent of the student body, and they have developed many activities and organizations which respond to their particular needs, special interests, and cultural backgrounds. The Black Students Association has been a politically active group while the Percy L. Julian Science Organization has offered study groups, counseling and other support services. Cultural activities, such as the Kuumba Singers and the Black C.A.S.T. are also available to interested students. Among students of Hispanic backgrounds, RAZA coordinates the activities of Chicano and Chicana students and sponsors lectures, trips and social events. La Organizacion plays a similar role for Puerto Rican students. The Asian American Association is a forum for political, educational, cultural and social exchange among Asian Americans on campus. A.I.H., American Indians at Harvard, is dedicated to increasing the number of American Indians in the Colleges, as well as to educating the University community in the concerns of American Indian people. Many of these student groups work actively with the Admissions Office to provide information for students and to recruit prospective minority applicants for Harvard and Radcliffe.

M.I.T.





When we stand in awe at the capabilities of a single microcomputer chip, the grandeur of satellite photographs from Saturn, the precision of a laser scalpel used in eye surgery—at any of the achievements of science and technology in the 20th century—we must also stand in awe of the Massachusetts Institute of Technology. Since 1865, when MIT was established to meet the need in America for higher education with relevance to the practical world, the Institute has been synonymous with leadership in science and engineering throughout the world. MIT represents science and technology in the service of humanity.

MIT is the only science-based university among the Ivy League and Sister Schools. Although it is distinguished by its emphasis on the concepts and styles of learning fundamental to science and engineering, MIT's academic offerings in the humanities, arts and social sciences also compare with the very best.

Located in Cambridge, Massachusetts, just across the Charles River from Boston, MIT is in a region which contains the largest concentration of college students and high-technology industries and research corporations in the country. About half of MIT's 9,500 students are undergraduates, and they hail from all 50 states and 93 foreign countries.

If you come to MIT you will follow a program of study that includes a core of subjects in science, mathematics, and the humanities. You will then go on to major in one of the engineering fields, in the physical or life sciences, in management, the humanities and social sciences, or in architecture and planning. You may concentrate in any one of 23 academic departments from Aeronautical Engineering to Philosophy, Urban Planning to Geology, or Management to Political Science. Whatever you choose, your program will have one thing in common with that of all other MIT students: an emphasis on the fundamentals of science and mathematics coupled with a concern for human values and social goals.

MIT is a world center of research in science and engineering. Its distinguished faculty leads thousands of applied and basic research projects in alliance with industry and government. Not surprisingly, its research facilities are among the finest and most extensive in the nation. As your studies progress at MIT you will have many opportunities to join the faculty in their research. A student-faculty ratio of 1:5 virtually guarantees that you will be able to work side by side with your teachers both in the classroom and at the laboratory bench.

All of this adds up to courses that are rigorous and a workload that is unusually demanding. The important thing to remember is that everyone at MIT faces the same challenges. MIT is sensitive to the anxieties students may have about the rigors of its programs, and everyone is as helpful as they can be. In fact, even before you start your first semester, MIT will give you help in making the transition to college if you need it. Project Interphase, for example, is a program designed to help new students adjust to MIT. It is held the summer before your freshman year, and if you're invited to join, you will come to the campus for an intensive introductory program that will prepare you to begin course work in the fall with confidence.

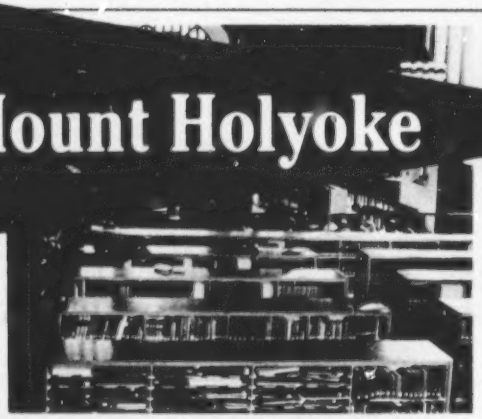
For all its emphasis on math, science, and related studies, MIT is a full university. It offers all the courses, such as drama, linguistics, history, music and art, typical of a traditional liberal arts curriculum. MIT also has cross-registration opportunities with Wellesley and Harvard, and provides bus transportation between the three schools. There are other facts about MIT that may surprise you: it has the oldest school of architecture in the country, over 120 recognized student organizations, and varsity teams in 32 sports. MIT has more intercollegiate sports opportunities than any school in the country.

Living accommodations provide a wide range of choices. You can select from 28 all-male and four coed fraternities, one coed co-op and an all-women independent living group, as well as a variety of dormitory arrangements. Generally, 80 to 90 percent of MIT's freshmen get their first choice in housing arrangements.

The Cambridge-Boston area offers a multitude of things to entertain you in your spare time, ranging from an evening at the Boston Pops or the Symphony, to a ball game at Fenway Park (home of the Boston Red Sox), or a visit to one of the many fine museums.

In sum, MIT provides the opportunity for you to acquire an excellent education in an exciting and supportive environment.

Mount Holyoke



Early in the 19th century, a young schoolteacher named Mary Lyon had a dream—a revolutionary idea, some thought. At a time when higher education was strictly for men, she envisioned and created a college for women. The dream she made a reality in 1837 lives on. Mount Holyoke, the oldest continuing institution for the higher education of women, still gives its 1,850 students the opportunity to exercise their freedom, to open their minds, to test their power, to make decisions and to develop their abilities to meet challenges.

Graduates like Frances Perkins, the first woman to serve in a presidential cabinet, and Ella Grasso, the first woman to be elected governor of a state, were among those who met special challenges, but all Mount Holyoke students are expected to use their talents to the fullest and to seek courses of study that will stretch their minds.

The minority women who have graduated from Mount Holyoke have pursued careers in every imaginable field: law, medicine, higher education, government, banking, engineering. It was in 1889 that Mount Holyoke enrolled its first minority student, and in the early 1960's the College was a pioneer in actively seeking minority women.

The College, while maintaining its traditional commitment to the liberal arts, has continued to explore new directions in its curriculum. In 1981, the faculty voted to require that all students take a course devoted to some aspect of Africa, Asia, Latin America, the Middle East or the non-white peoples of North America so that they would have a deeper understanding of the world. The Program on the Administration of Complex Organizations offers students an opportunity to explore, by seminars and internships, the management issues in government, hospitals, corporations, universities, and other institutions in our society.

At Mount Holyoke, the basic curriculum includes requirements in several disciplines as well as concentration in a major field. About a third of the students choose to major in the social sciences, another third in the natural sciences, and about 40 percent major in languages, literature, and the arts. Mount Holyoke has been a leader in the sciences for many years and for a 50-year period sent more women on to graduate study in chemistry and physics than any other American college or university.

Winter Term, each January, offers month-long courses as well as opportunities for career exploration, on or off campus. During the summer, the Washington and International Internships (Mount Holyoke's were among the first in the country) bring the College's students to the centers of the political world and the world of international relations.

The Mount Holyoke campus is an especially beautiful one with its 800 acres of rolling hills and lawns, two lakes, tennis courts, an 18-hole championship golf course, riding stables and trails. There are 40 buildings, 19 of which are residence halls, an outdoor amphitheatre, greenhouse, art building, theatre, and ample opportunity for bicycling, hiking and other outdoor activities.

Balancing the outdoor activity is the rigor and challenge of the classrooms and laboratories. Faculty members combine academic stature (there are three Pulitzer Prize winners) with their dedication and availability to the students.

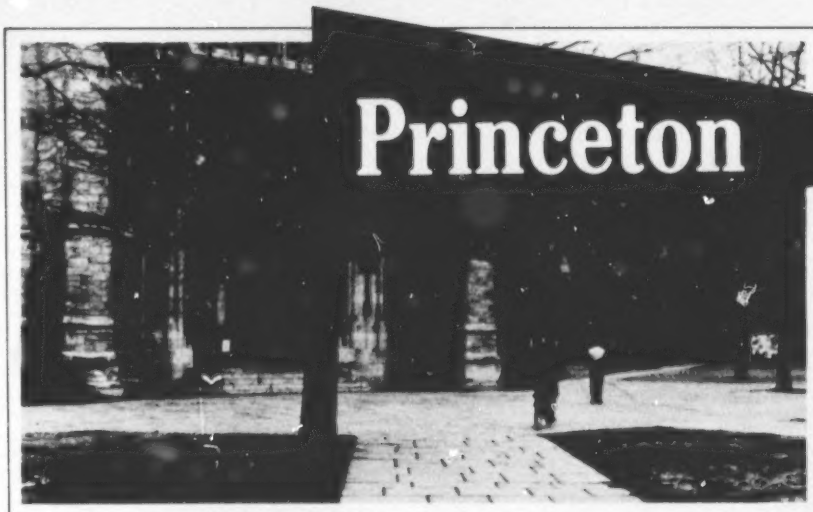
The recent appointment of Congresswoman Shirley Chisholm to the Mount Holyoke faculty, the involvement of Mabel Murphy Smythe, an alumna and former ambassador to Cameroon, and the election of Donald McHenry, former Ambassador to the United Nations, to the College's Board of Trustees add a distinguished minority presence to the Mount Holyoke community. Minority faculty and administrative staff members, including the College's Dean of Students and a Third World "Academic" Dean, offer support and counsel.

Students at Mount Holyoke *do* make a difference. *Shades of Expression*, a student dance and theatre group drawing a wide audience, was created by two Black students, one a dance major, and the other a double major in politics and theatre. Through the Student Government Association, the student newspaper and radio station, and through service on major committees with faculty and administration, students have a voice that is heard.

Athletics are taken seriously by students on campus, who not only play on one of the many teams or row for the crew, but who jog on their own or work out in the gym. Life in the residence halls (each one has its own dining room), includes studying, partying and just relaxing with friends. Five College cooperation broadens the more intimate Mount Holyoke community into one where 30,000 students share the cultural, academic and natural facilities of the Connecticut valley.

Mount Holyoke students come from 48 states, 2 U.S. possessions and 56 countries. Ten percent of the student body is of minority descent. There are representatives of diverse cultural, ethnic and religious backgrounds, each living and learning with their classmates, but free to seek and express their own identities. The Association of Pan African Unity has its own cultural center. The Betty Shabazz House is where Black students meet to share ideas and spend time together. A Forum on Racism, Festival of Cultural Diversity, Black Cultural Weekend and Black Alumnae Weekend are all part of the College calendar. The Asian Students Association sponsors a film series and an Asian food and craft festival. La Unidad is the organization for Mount Holyoke's Latina students which gives them a chance to experience their cultural traditions as well as share them in a multi-cultural and vibrant campus community.

Princeton



Founded in 1746 as the College of New Jersey, Princeton has its roots deep in America's past. The country's fourth oldest university, it enjoys a tradition that is unusually rich in scholastic excellence and national service. Located in a small New Jersey community about 50 miles south of New York and 45 miles north of Philadelphia, Princeton is a liberal arts university which also has three distinguished professional schools: the School of Engineering and Applied Science, the School of Architecture, and the Woodrow Wilson School of Public and International Affairs.

Princeton University offers a complete learning experience by providing exceptional opportunities for personal and intellectual development. It is a university committed to the student, and one which believes that learning takes place not only in the classroom, but also in the campus community where individuals benefit from interaction with others from a variety of backgrounds and cultures.

There are distribution requirements in four areas. Every A.B. student is required to complete a total of thirty courses with at least eight in his or her major. In addition, students are expected to do independent research, which takes the form of junior papers and a senior thesis under the guidance of a departmental adviser.

The School of Engineering and Applied Science requires thirty-six courses for graduation, and at least seven of these must be liberal arts electives. The B.S.E. degree is awarded in chemical engineering, civil engineering, electrical engineering and computer science, and mechanical and aerospace engineering.

The faculty at Princeton constitute one of the University's most outstanding assets. Because a single faculty teaches both undergraduate and graduate students, freshmen as well as Ph.D. candidates have close contact with eminent scholars. Princeton's commitment to undergraduate education is evidenced by the student-faculty ratio of 7:1, and by the relatively small number of graduate students (1,400) currently pursuing degrees.

Princeton's Computer Center's equipment is available to all Princeton students, and is used for coursework and research projects. The staff gives free courses and seminars on the use of programming languages and techniques, and provides a daily clinic to help those with specific problems.

The Harvey S. Firestone Memorial Library's open-stack collections now include more than 4 million books, records, and microforms. There are reading spaces for 2,000, study carrels for 500, and a number of offices and conference rooms.

The College is residential with over 96 percent of the students living on campus. All freshmen and sophomores live near a number of their classmates in one of five residential colleges. Each college has its own central facilities, including a dining hall, social areas and common rooms. In addition, students have access to a study library, performing arts space and a coffee shop. Each college has a master and staff, faculty fellows who dine with the students, academic advisers and special programs ranging from social activities to cultural and academic events of various kinds.

The Third World Center (TWC), a social, political, educational facility for minority affairs at Princeton, was established in 1971 in response to the particular needs of the growing minority student population at the University. The Center encourages students to plan and run their own activities through a governance board elected annually. In addition to the wide variety of extracurricular activities available at Princeton, there are several organizations which concentrate on the specific needs of the individual Black student. Some of these organizations are: Imhotep (the minority health careers society), the Organization for Black Unity (OBU), the Society of Black Engineers (SBE), the Princeton Gospel Ensemble and Harambee House Players.

The Latino community is represented by various student groups such as Accion Puertorriquena y Amigos, the Chicano Caucus of Princeton, and the Latina Women's Group. Accion Puertorriquena y Amigos maintains the cultural bond among Puerto Rican students both from the island of Puerto Rico and the mainland. The Chicano Caucus is active in inter-Ivy League Chicano affairs and also holds a number of events on campus, including seminars, Mexican dinners and social activities.

The Asian American Students Association seeks to meet the needs of Asian American students on campus. These organizations provide a forum for interaction through activities and programs which include Asian dinners, cultural shows, parties and educational colloquia on Asian American history.

Smith

Smith, in the small Massachusetts city of Northampton, is a New England college, but with a difference. Smith is the largest independent liberal arts college for women in the country. If you are a motivated woman who is committed to a liberal arts program, it is an excellent choice.

Of the 2,650 women at Smith, about one third major in the humanities, one third in social sciences and one third in science and mathematics. Most women choose Smith for its facilities, excellent academic program and liberal arts emphasis, and are happily surprised that so diverse a group of students develops a strong sense of community and a spirit of mutual respect.

Because Smith believes that a woman's talents should be taken seriously, the College provides facilities that are among the finest in the country. Since 1965, new science, performing arts and fine arts complexes and a splendid gymnasium have been built. Smith has one of the largest libraries of any liberal arts college in the country, a 44-booth language lab, a full computer system and a superb faculty and staff to help students take advantage of these resources.

The fact that Smith is a college, not a university, allows hands-on experience in every field at the undergraduate level. Smith's 260-member faculty is devoted to undergraduate teaching, and is unusually accessible to students. Brown bag lunches and house dinners with teachers are commonplace. Informal discussions abound. Furthermore, 73 percent of Smith's classes have fewer than 20 students. This is extraordinary for a college of Smith's scope. It means that you are sure to have your comments noted in class, your ideas discussed, and your questions answered.

To give you even more opportunity to explore your intellectual interests, Smith sets no distribution requirements, except that 16 courses must be outside the major—a major which could be anything from astronomy or Afro-American studies to Russian or theatre. With more than 1,000 courses offered, women have no trouble choosing courses of interest outside their major field.

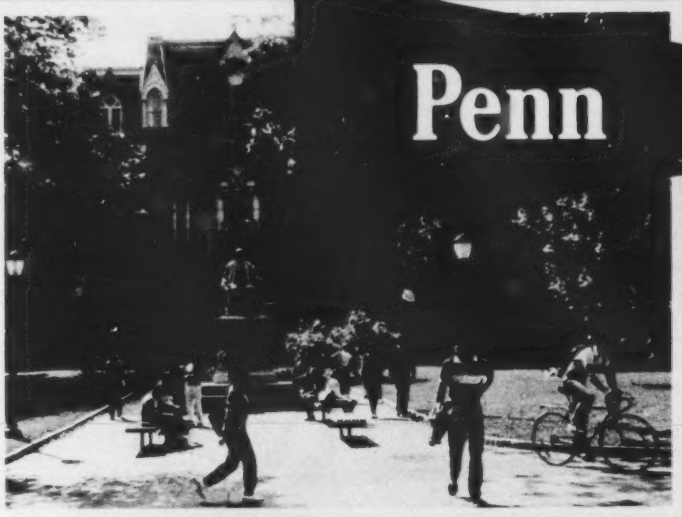
At Smith, the percentage of science majors is double that of women majoring in science at coeducational institutions. There are nine separate science majors: astronomy, biological sciences, biochemistry, chemistry, computer science, geology, math, physics and psychology. All of these majors use the Clark Science Center, one of Smith's finest resources. There, the equipment includes an electron microscope, a spectrophotometer, an ultracentrifuge, a Digital Equipment VAX 11/780 computer and other high-quality instruments. In addition to Smith's own science offerings, there is a five-year dual degree program in engineering offered jointly with the University of Massachusetts. If you enroll in this program, you graduate with either a B.S. or an M.S. from U. Mass. and a B.A. from Smith.

This program is available because Smith is part of the Five College exchange, a consortium that connects the educational institutions in the Pioneer Valley. Students at any one of the Five Colleges (Amherst, Hampshire, Mount Holyoke, Smith and the University of Massachusetts) can freely register for courses, use the facilities and socialize on the other four campuses. The collective strength of the Five Colleges makes many interdisciplinary majors possible that would not be feasible for a single college; among the majors offered are Asian Studies, Black Studies, Canadian Studies, early music and linguistics. Smith students can partake of as many of the Five College opportunities as they want or none at all.

Life at Smith is centered on a unique residential system. If you come to Smith, you will live on campus in one of 38 self-governing houses, each with its own study area, living room, dining arrangements and special character. A house can hold as many as 90 students or as few as 16. Nearly all include members of all four classes. The house at Smith is a place where women party, eat, study, dream and work together, and, along the way, experience the diversity of the human family and the treasure of common ground.

Independence, freedom and leadership are prized at Smith. If you choose to go to Smith, you will be free to do whatever you want with your time. Students participate in all levels of college government, from the residential posts to the curriculum committee and the Academic Honor Board, and run organizations such as the Black Student Alliance, Genesis Gospel Choir and the Asian Students Association.

Penn



Founded in 1740 by Benjamin Franklin, the University of Pennsylvania is North America's first university and, as Franklin intended, one of its most innovative. In 1765, it opened the first medical school in the 13 colonies, then the first Department of Botany (1868) and the first teaching hospital (1874). The Wharton School of Business and Economics, founded in 1881, was the first university school of business. And the University was the home of the world's first fully electronic digital computer, built in 1945.

The University of Pennsylvania campus is located in West Philadelphia, which in recent years has been transformed into one of the city's most exciting neighborhoods. And all of Philadelphia, including the city's famed historic districts, is within easy reach of the campus via public transportation. Of course, Philadelphia is a world center of cultural activity. Among its 15 museums are the Philadelphia Museum of Art and the Pennsylvania Academy. The Philadelphia Orchestra is known by classical music lovers everywhere. Then, too, Philadelphia has its own nightlife and jazz clubs, and even its own Chinatown. And the open-air Italian market in South Philadelphia is a fascinating place to shop for food bargains.

Penn sits in the country's fifth largest city and this makes it a major urban institution. More important though is the strong pre-professional program offered; because of Penn's distinguished graduate schools, *which are located on the same campus with undergraduate schools*, Penn's pre-professional programs are excellent. They have been strengthened recently through increased interaction between graduate and undergraduate schools, to the great benefit of all undergraduates. Enjoying international prominence are programs in management (the Wharton School), premedicine, pre-law, nursing, and engineering, all of which are conducted in a liberal arts environment. Further, the one university concept makes a distinguishing mark on the University of Pennsylvania; recent organizational changes at Penn have enabled the many schools, departments, research institutions, and hospitals to cooperate in fulfilling the concept of "one university." Programs include freshman seminars with senior faculty, thematic studies (clusters of interdisciplinary courses), individualized majors, and "living-learning" experiences. The results have been increased student-faculty involvement, personalized academic programs, and the dissolution of departmental barriers. Thus, the variety of possible programs of study is almost endless. This "custom-tailoring" of course work is a special feature of academic life at the University of Pennsylvania. In this regard, Penn has set out to break the lock-step of an undergraduate education, and welcomes growth, change, and experimentation.

Penn's faculty, numbering some 1,800 full-time members and a large number of part-timers, is among the most distinguished in the nation. The student-faculty ratio is 10:1 and the senior faculty share a strong commitment to undergraduate education. They participate in the Freshman Seminar Program, the college house living-learning programs and serve as advisors to students.

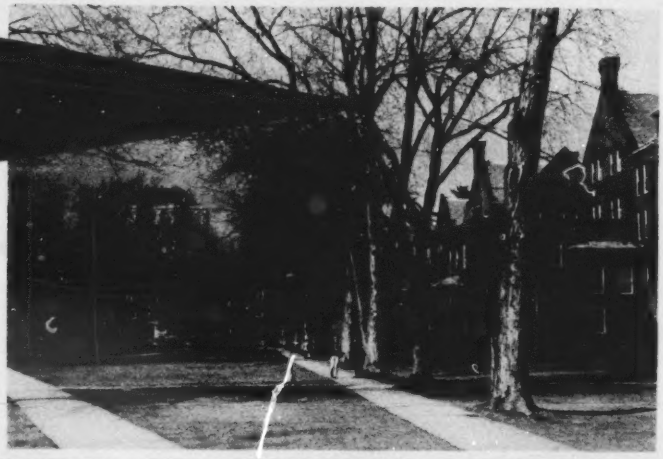
The University library collection numbers more than 3 million volumes, housed in the main library, Van Pelt, and in more than twelve departmental and school libraries. These include the Biddle Law Library, the School of Medicine Library, the Fine Arts Library, and the University Museum Library. Penn has one of the nation's best collections of Middle-Eastern and North American Indian archaeological artifacts housed in the University museum. The campus is also home to the Institute of Contemporary Art, the Thomas Evans Art Collection of the School of Dental Medicine and the special exhibits in the Van Pelt Library.

Campus life at the University is also intriguing. If you have a taste for tradition, you can live in the Quadrangle, the University's oldest dorm, an ivy-covered red-brick gothic edifice that is prototypical "Ivy League." Or if you like the idea of modern city life, choose one of Penn's modern efficiency apartment residences at the western end of the 260-acre campus. Or, if you want the opportunity to learn where you live, you might select one of the University's nine living and learning residences, where students share living quarters and facilities with 100 to 200 other students, faculty and staff.

Of the University's 9,200 undergraduates, 13 percent are minority-group members. Rich opportunities exist for minority students to meet one another to engage in political and cultural activity and simply to socialize. Among the campus organizations for minority students are the Black Student League, the Black Pre-Health Society (for pre-med students and students in the School of Nursing), the Latin American Student Association (ACELA), the Mexican American Club (MECHA), the Japanese Student League (JSL), the Korean Cultural Society (KCS), and the Chinese Student Association (CSA).

All of the organizations join together in the United Minorities Council (UMC) and make Penn an exceptionally good place for minority students to feel at home.

Vassar



In 1861, Matthew Vassar, a prosperous citizen of Poughkeepsie, New York, decided to do something special. In his home town, a small city in the Hudson Valley about 75 miles north of New York City, he would found a college which would "be to young women what Harvard and Yale are to young men." Now, 120 years later, Poughkeepsie still is a small city, with an area population of about 72,000. Now as before, the beauties of the Hudson Valley, among the scenic wonders of America, are moments away from the center of town. Now, however, Vassar, with its tradition of excellence, educates men as well as women and has since 1969. Today, nearly half of its 2250 students are men.

Vassar currently offers over 1,000 courses. In the College's 28 departments and four interdisciplinary programs are over 200 faculty members, nearly all of whom hold the Ph.D. degree or its equivalent. Vassar's library of over 556,000 volumes (a recent addition increases the capacity to 700,000 volumes) is exceptionally large for a college of Vassar's size. Among the scores of buildings on its 1,000-acre campus are an art gallery, an astronomical observatory, a center for biological sciences, a new fieldhouse and a computer center. A rich mixture of the raw materials of a college education thus awaits the incoming freshman.

Characteristically, Vassar forces none of its abundance on any student. Rather than require specific courses, Vassar's faculty encourage a student to select courses which will enhance his or her general education as well as develop proficiency in one or more disciplines. There are, however, general distribution requirements. The first two-year period of study is designed to let the student explore Vassar's academic environment and test his or her interests. By the end of the sophomore year, one is expected to choose a major to pursue during the junior and senior years. A student can travel any of four paths: a traditional single major, a double major, a multi-disciplinary course of study, or an independent study program. Vassar strongly supports independence of mind. If an education is to be what it should be, the student must do most of the choosing of what to study.

Social life is to a great extent focused on Vassar's own campus. While there are many colleges nearby to visit, and the cultural attractions of New York City are a relatively short distance away, Vassar students discover an abundance of activities on campus and in the immediate area to engage their talents and interests. At Vassar, student life is as richly varied as is life in the classroom.

Virtually all students (96 percent) live on campus. Housing options include nine dormitories near the center of the campus. Each dormitory sets its own rules, plans its own social activities, and has its own special flavor. Other residential options, too, are available. Some students live in apartment-style units shared with three or four others. A cooperative dormitory offers students the opportunity to save room and board expenses by doing their own cooking and housekeeping.

Three newspapers, an FM radio station, and the Vassar Outing Club, which sponsors backpacking and biking trips, are among the many student activities and organizations which have their home in the College Center. Vassar's athletic facilities include a new fieldhouse with 42,250 square feet of column-free space which accommodates a variety of team and individual sports. Three basketball courts and five tennis courts may be alternatively used for volleyball, badminton, and a variety of other events. A six-lane pool may be adjusted for 25 yards or 25-meter laps and has a movable partition separating the swimming area from the diving well. Vassar has also renovated its older gym to provide new squash and racquetball courts, and dance facilities. There are also extensive playing fields, a quarter-mile track, and fourteen outdoor tennis courts.

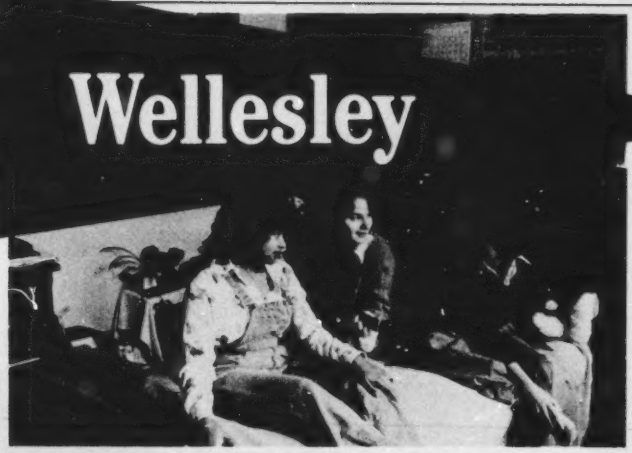
At Vassar, members of minority groups today comprise 11 percent of the student body. The Students' Afro-American Society (SAS) is the leading Black student organization on campus. Its newsletter, *Expressions*, published twice each school year, includes creative work by Black students and non-fiction features. The SAS is active in the recruitment of students and sponsors a broad range of social and cultural events, from lectures and films to the annual Kwanza celebration dinner. There is also the Vassar College Gospel Choir, which has sponsored a special benefit concert to aid a scholarship fund.

The *Unete Latino* (UL) is the campus organization of Hispanic students at Vassar. At present, UL is helping to expand Vassar's enrollment of Hispanic men and women and was instrumental in the establishment of the Intercultural Center for the use of minority groups.

The Asian Students' Association also offers a variety of events. A highlight of its calendar is the annual Lunar New Year festival, which features such activities as a martial arts demonstration, a series of workshops in Far Eastern cuisine, and a campus-wide party.

Vassar offers an environment where flexibility and responsibility are important, not only in choosing curriculum but also in one's personal life. The most respected rules at Vassar are not precisely stated codes of conduct, but unwritten standards about the way people should treat each other: to respect the rights and individuality of others, to tolerate and understand differing ideas and values, and to assume a measure of care and responsibility for one another. These ideals, coupled with an accessible and caring faculty and a strong advising system, make Vassar a place which has much to offer minority students.

Wellesley



Wellesley was the creation of Henry Fowle Durant, a lawyer and educator who believed passionately in the capabilities of women. He obtained a charter for the College in 1870 because of his convictions that education would prepare women for "vast reforms in social life." Wellesley soon became an instrument for women's equality, one of the most important social changes of the 20th century. For example, Wellesley was the first college to provide science laboratories for women, and it has since maintained one of the most distinguished science programs in the nation.

From its very beginning, Wellesley has encouraged its students to defy the stereotypes about what women can and should do. For generations, many Wellesley women have chosen majors in fields traditionally reserved for men and have pursued careers traditionally dominated by men. Wellesley students majored in economics, physics and mathematics, and became lawyers, doctors and business executives long before America discovered women's rights.

Each student at Wellesley can choose whatever courses and major best reflect her interests and talents. Twenty-six departmental majors, nine interdepartmental and an unlimited number of individual majors range from Anthropology and Theatre Studies to Psychobiology and East Asian Studies. The idea is that any reasonable major will provide the disciplined thinking, analytic skills and clarity of expression that are the foundation of a successful life. Interdepartmental studies, research projects and individually designed majors are all offered. Economics is one of the top majors, and Wellesley is well-known for its excellent preparation for professional careers. For students interested in a technological complement to the liberal arts, Wellesley offers a cross-registration program with MIT.

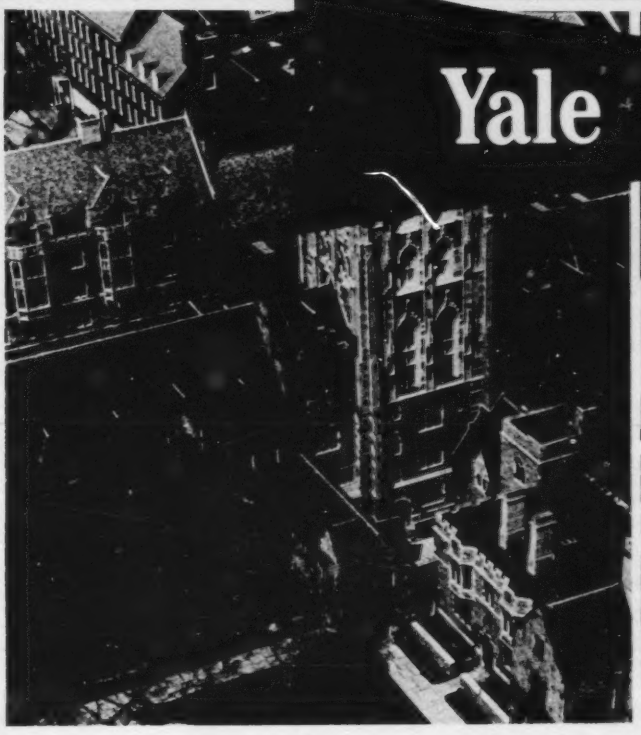
Wellesley also believes that diversity of experience is very important during the college years. Students may spend one or two semesters at one of the 12-College Exchange institutions or at Spelman College—a distinguished Black liberal arts college for women in Atlanta, Georgia. The College also provides a multitude of opportunities for students to participate in co-curricular activities, take time off to work, join one of Wellesley's 700 different internship programs or study abroad. Students may study in Europe, Asia, Africa or Latin America. As juniors, they can attend a British university. During the summer, they can work in Washington, take part in the Urban Politics Summer Internship Program in cities from Boston to Los Angeles or choose from a variety of business internships throughout the U.S.

Only twelve miles from Boston and Cambridge, Massachusetts, Wellesley's campus is thought by many to be among the most beautiful in the country. Its 500 acres include a lake, woods and wonderful gardens, as well as the more traditional libraries, athletic fields, classrooms and residential buildings. Academic resources on the campus are excellent, and include an observatory for studies in astronomy, greenhouses, computer facilities and the College's own Art Museum.

Although they may live off-campus, 90 percent of Wellesley's students live in one of the College's 16 residences. Of these, almost all have their own dining facilities. All offer many organized activities, from student government to tea and cookies on Wednesdays, an old Wellesley tradition much appreciated, providing opportunities for relaxation and informal discussion among students, faculty, administrators and staff. Where students once dressed formally for tea, informal attire, including athletic gear, is now the norm. Other organizations and associations at Wellesley include Ethos, the Black students' group, *Brown Sister*, a Black literary magazine, and S.H.E., Sisters Helping Each Other, a peer counseling committee. All of these are housed in Harambee House, the cultural and social center for the Black community at Wellesley. Slater International Center provides similar services for International students. The Alianza Organization, housed in La Casa, does the same for Puerto Rican, Chicano and Native American students. While these organizations provide support for their members, they also stress involvement and sharing with the total Wellesley community. The residential housing system provides a home away from home for every student at Wellesley, and ensures that all students learn to live and work with others, sharing and enjoying their diversity.

Of Wellesley's 2,000 students, over 150 are Black and approximately 175 are Asian-American. Fifty-one foreign countries are represented by over 150 students. Wellesley was one of two schools selected by China as an excellent American educational institution for Chinese women, and many foreign students come to Wellesley for a one-year certificate after they have finished university training at home. Wellesley actively seeks diversity from its U.S. applicants as well: students from more than 400 different secondary schools were enrolled in a recent class; 69 percent of them went to public school. All 50 states and the District of Columbia are represented and eight percent of the class is composed of U.S. citizens living abroad, residents of U.S. possessions, and foreign students.

Yale



Yale was founded in 1701 as the Collegiate School in Branford, Connecticut, with a gift of books from ten clergymen. In 1716 it moved to New Haven and was renamed Yale College in 1718 to honor a generous benefactor, Elihu Yale. Today, the University enrolls over 10,000 students in the eleven graduate and professional schools and in the undergraduate college. Diversity is a hallmark of the student population: undergraduates come from every state and from almost fifty foreign countries, and represent a wide economic, social, and ethnic mix.

Yale is located in the heart of New Haven, Connecticut, on Long Island Sound. Founded in 1638, New Haven was the first planned municipality in the United States. Today, as a city of 130,000, its diversity is manifested in a wide variety of neighborhoods, restaurants, and entertainment. Two nationally distinguished theaters, the Yale Repertory and the Long Wharf Theatre, make their homes here, and the New Haven Coliseum hosts events ranging from antique shows to rock concerts to the circus. Many students have chosen to be involved in the community through volunteer or work-study projects; internships in city government, business or journalism; tutoring in city schools; or working in halfway houses or local hospitals.

Yale's academic goal is to provide students with a liberal education encouraging curiosity, inquiry, and development of expressive and analytic intellectual skills. In the belief that a liberal education should be neither too focused nor too diffuse, Yale supports the principle of distribution as well as concentration. Courses at Yale are divided into four distributional groups; languages and literatures (including English); the other humanities; social sciences; and natural sciences, engineering, and mathematics. Thirty-six term courses, including at least two from each distributional group, are required for graduation. A student's major will usually involve ten.

The Yale faculty (1,486 full-time, 245 part-time) is made up of eminent scholars in every field who usually teach on both the graduate and undergraduate levels. Yale takes pride in the commitment of its faculty to undergraduate teaching and in its accessibility to the students. Underclassmen frequently have as much access to the senior faculty as upperclassmen; senior faculty members and even department chairmen regularly teach introductory-level courses. Faculty members serve as academic advisers to individual students, and frequently take meals in the residential college dining halls. About 75 faculty members live in the colleges.

The Yale Library is the fourth largest in the country, containing over 7.5 million volumes. Although centered in Sterling Memorial Library, the open-stack system provides access to facilities throughout the campus, including the Kline Science Library and the Beinecke Rare Book and Manuscript Library, one of the country's most important and heavily used resources for original scholarship in the humanities.

A new addition to Yale science is the Chemical Instrumentation Center in the Sterling Chemistry Laboratory, part of Yale's 14-building complex for teaching and research in science. The electron linear accelerator and the Van de Graaff "Emperor" accelerator provide Yale physicists with the most complete facilities for research in nuclear physics of any American university. Other departments provide similarly extensive facilities for both instruction and research.

Yale contains numerous galleries and special collections, among which are the Yale Art Gallery (the oldest college-affiliated gallery in the country), the Peabody Museum of Natural History, and the Yale Center for British Art, housing the largest collection of British art outside the United Kingdom.

Yale's residential college system is the most pervasive influence on undergraduate life and work. The twelve colleges are much more than bed, board, and books; they are self-sufficient communities within Yale College. Each college has its own dining hall, library, courtyard, seminar rooms, practice rooms, and numerous other facilities ranging from darkrooms to printing presses, from game rooms to saunas. All twelve colleges are coeducational. Although students are assigned to a residential college before entrance, most freshmen live on the Old Campus, moving into their college during the sophomore year. Freshmen participate fully in all aspects of residential college life. The colleges serve as bases for a wide variety of activities, such as intramural sports, dramatic societies, and newspapers. Most activities, such as the *Yale Daily News*, the Yale Symphony Orchestra, and the thirty-three varsity sports, are also available on a Yale-wide basis.

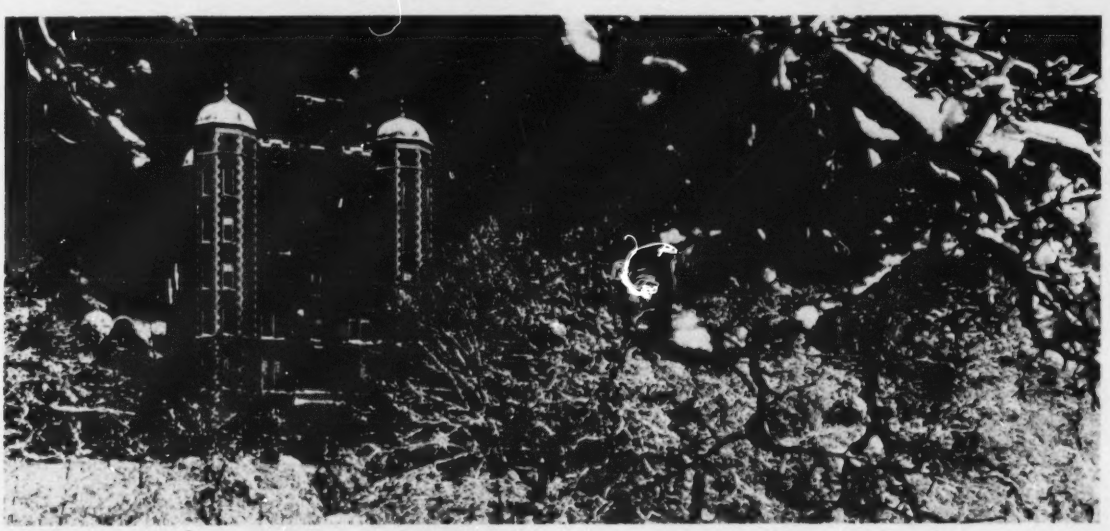
Amidst the vast array of extracurricular opportunities available at Yale, minority students often choose to spend some of their time involved in events and activities sponsored by the various minority organizations on campus and in the New Haven area. These organizations, which include the Afro-American Cultural Center, Casa Cultural Julia de Burgos, the Asian-American Student Association (AASA) center, the Movimiento Estudiantil Chicano de Aztlan (MECHA) center, Despierta Boricua, and the Black Student Alliance at Yale (BSAY), each sponsor numerous social, cultural and political events throughout the year open to the entire Yale and New Haven communities. Moreover, in addition to minority pre-professional assistance in such fields as medicine, law and business, a major focus of minority organizational activity is directed towards the recruitment, admissions, matriculation and retention of a diverse minority student population. Consequently, these groups and centers have helped make Yale a more concerned, caring and supportive environment in which minority students have met Yale's academic challenges and made invaluable contributions to others in their educational experience.

In choosing a class of 1300 freshmen, Yale looks for academic ability and achievement combined with such personal qualities as motivation, curiosity and energy. Admissions and financial aid decisions are made independently, and an application for aid in no way affects a student's chances for admission.

PROGRAMS OF STUDY

Programs of Study	BARNARD	BROWN	BRYN MAWR	COLUMBIA	CORNELL	DARTMOUTH	HARVARD RADCLIFFE	M.I.T.	MOUNT HOLYOKE	PRINCETON	SMITH	PENN	VASSAR	WELLESLEY	YALE
AGRICULTURE															
Agricultural Economics					x										
Agronomy					x										
Animal Sciences					x										
Business Management					x										
Floriculture/ Horticulture					x										
Food Science					x										
Landscape Architecture					x										
Natural Resources					x										
Plant Breeding					x										
Plant Pathology					x										
Pomology					x										
Rural Sociology					x										
Vegetable Crops					x										
AREA STUDIES															
African					x	x	x			x		x	x		x
American	x	x		x	x	x	x	x	x	x	x	x	x	x	x
Ancient		x					x	x	x		x		x		
Asian	x	x		x	x	x	x		x	x	x*	x	x	x	x
Black/Afro-American		x		x		x	x		x	x	x*	x	x	x	x
European		x				x	x			x	x	x	x		x
Latin American	x	x	x	x	x	x	x	x	x	x	x*	x	x	x	x
Near Eastern		x			x		x		x*	x	x*	x	x		x
Russian	x	x	x	x		x	x	x	x	x	x	x	x	x	x
Urban	x	x	x	x	x	x		x	x	x	x	x	x	x	
BUSINESS															
Accounting								x				x			
Actuarial Science												x			
Business Administration								x				x			
Commerce/Management								x				x			
Computer Science	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Finance								x				x			
Hotel/Restaurant Adm.					x										
Labor Economics					x										
Labor/ Industrial Relations				x	x		x	x				x			
Marketing								x				x			
Organizational Behavior		x			x			x				x			
Personnel Administration					x							x			
Social Statistics					x										
Union-Management Relations					x							x			
EDUCATION															
Adult					x										
Agricultural					x										
Early Childhood		x							x		x		x		
Elementary		x							x		x	x	x		
General		x				x		x					x		
Home Economics					x										
Psychology & Education			x			x	x		x		x	x	x	x	
Secondary		x	x			x			x		x	x	x	x	
ENGINEERING															
Aerospace					x	x		x		x				x+	
Agricultural					x										
Applied Chemistry				x											
Applied Mathematics		x					x								
Architectural										x					
Biomedical		x		x		x	x	x			x	x		x+	
Chemical		x		x	x	x	x	x		x	(x)	x		x+	x
Civil		x		x	x	x		x		x	(x)	x		x+	
Computer Engineering		x				x	x	x							
Construction Engineering/ Project Management								x							
Construction Technology								x							
Electrical		x		x	x	x	x	x		x	(x)	x		x+	x
Energy Conservation Technologies						x		x							

Programs of Study	BARNARD	BROWN	BRYN MAWR	COLUMBIA	CORNELL	DARTMOUTH	HARVARD RADCLIFFE	M.I.T.	MOUNT HOLYOKE	PRINCETON	SMITH	PENN	VASSAR	WELLESLEY	YALE
Energy Facilities Management								x							
Energy Resources						x		x							
Energy Studies								x		x					
Engineering Management						x	x	x				x			
Engineering Mechanics				x		x	x								x
Engineering Physics				x	x		x	x		x				x+	
Engineering Sciences		x	x−			x	x	x							x
Environmental		x			x	x	x	x		x					
Flight Sciences				x				x						x+	
General		x			x	x	x	x		x				x+	
Industrial				x	x			x			(x)			x+	
Marine						x	x	x						x+	
Materials		x		x	x	x	x	x				x		x+	
Mechanical		x		x	x	x	x	x		x	(x)	x		x+	x
Metallurgical				x		x	x	x						x+	
Mineral				x		x		x						x+	
Mining				x											
Naval Architecture								x							
Nuclear				x	x	x		x							
Ocean							x	x							
Operations Research		x		x	x		x	x			x				
Plastics Engineering								x							
ENGLISH:															
Communications		x			x			x				x			
Comparative Literature		x		x	x	x	x	x	x*	x	x	x	x		x
Creative Writing		x		x		x	x	x	x	x	x	x	x		
English	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Journalism															
Linguistics		x	x	x	x		x	x	x*	x	x	x	x		x
Literature		x	x	x	x	x	x	x	x	x	x	x	x	x	x
Literature & Society	x	x				x	x	x	x				x		
FINE & PERFORMING ARTS:															
Art	x	x				x	x	x	x		x	x	x	x	x
Art Education		x									x		x		
Art History/Appreciation	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Dance		x			x			x	x	x	x		x	x	
Film/Photography				x	x	x	x	x	x*	x	x*	x	x		
Music	x	x	x	x	x	x	x	x	x	x	x	x	x		x
Music Education		x									x		x		
Radio/TV									x*		x*				
Semiotics		x							x*						
Studio Art		x	x	x	x	x	x		x		x		x	x	
Theatre/Dramatics		x		x	x	x		x	x	x	x	x	x	x	x
Visual Arts						x	x	x	x	x	x		x		

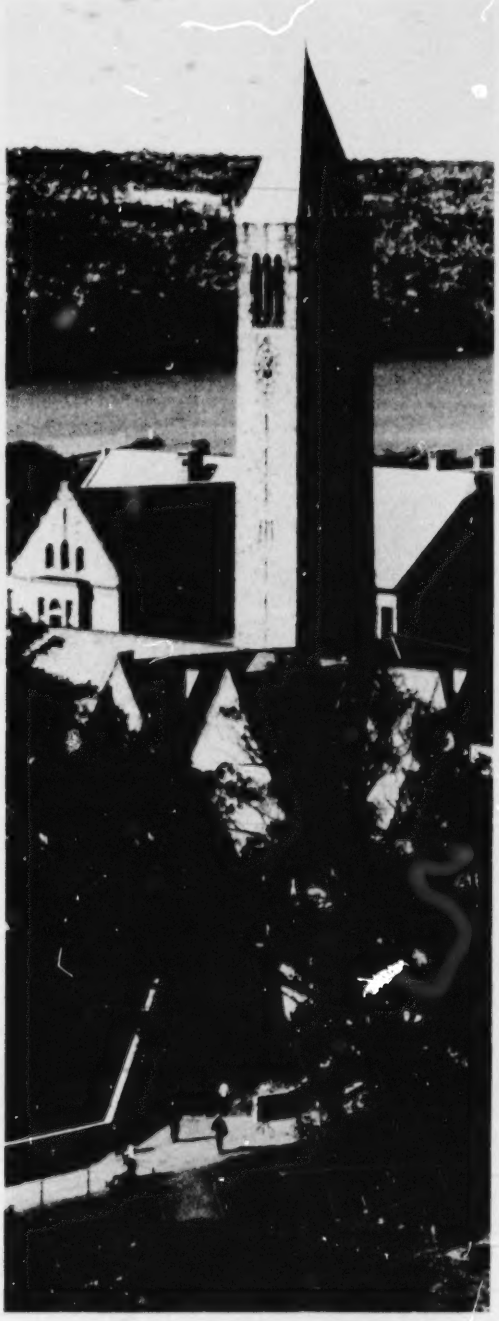


Programs of Study	BARNARD	BROWN	BRYN MAWR	COLUMBIA	CORNELL	DARTMOUTH	HARVARD RADCLIFFE	M.I.T.	MOUNT HOLYOKE	PRINCETON	SMITH	PENN	VASSAR	WELLESLEY	YALE
HEALTH SCIENCES															
Environmental Health		x						x							
Nursing												x			
HUMAN ECOLOGY															
Apparel Design					x										
Apparel/Textile Management					x										
Consumer Economics/ Housing					x										
Home Economics					x										
Human Development/ Family Studies					x										
Human Environment Relations					x										
Interior Design					x										
Nutritional Sciences					x			x							
Social Work					x										
Textile Science					x										
HUMANITIES															
Classics	x	x	x	x	x	x	x		x	x	x	x	x	x	x
Humanities		x		x		x		x	x	x	x		x	x	x
Philosophy	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Religion	x	x	x	x		x	x	x	x	x	x	x	x	x	x
LANGUAGES															
Arabic							x			x		x	x		
Chinese		x		x		x	x		x*	x	x	x	x	x	x
French	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
German	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Greek	x	x	x	x		x	x		x	x	x	x	x	x	x
Hebrew		x	x	x			x		x*	x	x*	x	x	x	x
Italian	x	x	x	x	x	x	x		x	x	x	x	x	x	x
Japanese		x		x			x		x*	x	x	x	x		x
Latin	x	x	x	x	x	x	x		x	x	x	x	x	x	x
Middle East				x			x			x		x			
Polish				x					x*		x*	x			
Portuguese		x		x		x	x		x*	x	x	x			
Romance			x		x	x	x		x	x	x	x			
Russian	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Slavic				x			x			x		x			
Spanish	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
MATH & SCIENCES															
Applied Mathematics		x		x		x	x	x	x*		x	x			x
Astronomy		x	x	x	x	x	x	x	x		x	x	x	x	
Astrophysics				x		x	x	x	x*	x		x	x		x
Atmospheric/Meteorology						x	x	x							
Bacteriology						x	x	x					x		
Biochemistry		x	x	x		x	x	x	x	x	x	x	x	x	x

Programs of Study	BARNARD	BROWN	BRYN MAWR	COLUMBIA	CORNELL	DARTMOUTH	HARVARD RADCLIFFE	M.I.T.	MOUNT HOLYOKE	PRINCETON	SMITH	PENN	VASSAR	WELLESLEY	YALE
Bioengineering		x		x	x	x	x	x				x			
Biology	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Biology and Society					x										
Biomedical		x				x	x	x						x	
Biometrics/Biostatistics					x			x							
Biophysics		x					x	x				x			
Botany		x				x	x		x		x		x		
Chemistry	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Earth Sciences						x	x	x					x	x	
Ecology/Environmental	x	x				x	x	x	x*	x	x*	x	x	x	
Embryology								x							
Entomology					x		x								
Fluid & Thermal							x	x							
Genetics		x				x		x							
Geochemistry		x				x	x	x							
Geology	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Geophysics		x				x	x	x	x	x					
History & Philosophy of Science							x	x		x		x			
Marine Biology		x					x	x	x*			x			
Mathematics	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Metallurgy/Material								x							
Microbiology		x			x	x	x	x				x			
Molecular Biology		x					x	x		x			x	x	x
Natural Sciences		x				x	x	x	x		x	x	x	x	
Neurosciences		x					x	x			x*				
Oceanography		x					x	x	x*		x		x	x	
Physical Sciences		x				x	x	x	x		x		x	x	
Physics	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Physiology		x				x	x	x	x						
Planetary & Space Sciences							x	x							
Statistics		x		x			x	x	x*	x		x	x	x	x
Zoology		x				x	x		x		x		x		x
PREPROFESSIONAL															
Agriculture					x										
Architecture	x			x	x	x		x	x	x	x	x	x	x	x
Astronautics/Aeronautics							x	x							
Computer Technology						x		x							
Dentistry				x		x		x	x		x	x	x		
Engineering		x	x	x		x	x	x	x*	x	(x)	x		x	x
Law		x		x		x		x	x		x	x	x	x	
Medicine		x		x		x		x	x		x	x	x	x	
Ministry									x		x		x		
Nutrition								x							
Social Work				x	x				x		x	x	x		
Veterinary						x			x		x	x	x		
SOCIAL SCIENCES															
Ancient Studies		x		x		x	x	x			x				
Anthropology	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Archeology		x	x	x	x	x		x		x	x	x	x	x	x
Economics	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Geography	x			x		x			x			x	x		
Gov./Political Science	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
History	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
International Relations		x	x	x		x	x		x	x	x	x	x	x	
Law and Society		x						x	x*			x			
Medieval/ Renaissance Studies	x		x				x		x	x	x		x	x	x
Psychology	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Public Policy						x		x	x	x	x*				
Social Sciences					x	x	x	x		x	x		x	x	
Social Statistics					x										
Sociology	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Women's Studies					x	x						x		x	

* *In conjunction with the Five College Program*
\+ *Cross-registration with M.I.T.*
( ) *Five- or six-year program with University of Massachusetts*
— *3+2 engineering option with the California Institute of Technology*

Locations of the Ivy League and Sister Schools



Barnard College:
Director of Admissions
Barnard College
606 West 120 Street
New York, New York 10027
(212) 280-2014

Brown University:
Admission Office
Brown University
45 Prospect Street
Providence, Rhode Island 02912
(401) 863-2378

Bryn Mawr College:
Director of Admissions
Bryn Mawr College
Bryn Mawr, Pennsylvania 19010
(215) 645-5152

Columbia University:
Director of Admissions
Columbia College
212 Hamilton Hall
Columbia University
New York, New York 10027
(212) 280-2521

Cornell University:
Office of Admissions
Cornell University
410 Thurston Avenue
Ithaca, New York 14850
(607) 256-5241

Dartmouth College:
Office of Admissions
Dartmouth College
McNutt Hall
Hanover, New Hampshire 03755
(603) 646-2875

Harvard/Radcliffe Colleges:
Harvard/Radcliffe Office of Admissions
Byerly Hall
8 Garden Street
Cambridge, Massachusetts 02138
(617) 495-1551

Massachusetts Institute of Technology:
Director of Admission
Massachusetts Institute of Technology
77 Massachusetts Avenue
Cambridge, Massachusetts 02139
(617) 253-4791

Mount Holyoke College:
Office of Admissions
Mount Holyoke College
South Hadley, Massachusetts 01075
(413) 538-2023

Princeton University:
Office of Admission
Princeton University
Box 430
Princeton, New Jersey 08544
(609) 452-3060

Smith College:
Director of Admission
Smith College
Northampton, Massachusetts 01063
(413) 584-0515

University of Pennsylvania:
Dean of Admissions
1 College Hall/CO
University of Pennsylvania
Philadelphia, Pennsylvania 19104
(215) 898-7507

Vassar College:
Director of Admission
Vassar College
Poughkeepsie, New York 12601
(914) 452-7000 ext. 2020

Wellesley College:
Director of Admission
Wellesley College
Wellesley, Massachusetts 02181
(617) 235-0320

Yale University:
Office of Undergraduate Admissions
Yale University
1502A Yale Station
New Haven, Connecticut 06520
(203) 436-0300

The Ivy League

The Ivy League is the traditional name given to a group of several of America's oldest and most distinguished universities—Brown, Columbia, Cornell, Dartmouth, Harvard/Radcliffe, Massachusetts Institute of Technology, University of Pennsylvania, Princeton, and Yale. Although these universities had been informally associated for centuries, they were not officially known as the Ivy League until they banded together in the 1950's to establish a formal athletic conference which was designed to preserve academic integrity and uphold the traditions of amateurism. Today, their association extends to a wide variety of academic and administrative matters, including a number of policies and procedures common to their admission and financial aid offices.*

**Although the Massachusetts Institute of Technology (MIT) is not a formal member of the Ivy League, its educational philosophy and admission and financial aid policies are similar to those of the eight Ivy League universities.*

The Sister Schools

Once known as the "Seven Sisters," a colloquial description first applied in the 19th century to America's oldest and most prestigious women's colleges, the Sister Schools today consist of five women's colleges: Barnard, Bryn Mawr, Mount Holyoke, Smith, and Wellesley. The sixth, Vassar, is now coeducational, and the seventh, Radcliffe, merged with Harvard in 1975. Sister School Directors of Admission travel together in the United States and abroad as a group or in teams promoting the concept, rationale, and unique advantages of colleges for women. Like the Ivy League, these schools share common admissions and financial aid policies and an overriding commitment to the principles of a liberal education.